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# THE TEACHERS COLLEGE JOURNAL

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### THE MAY COVER

Each May's issue of THE JOURNAL features the beginning teacher. The first three articles of this issue bear on the general theme, and particularly the first one. Conspicuous among the things beginning teachers expressed a disliking of were "necessity of giving grades" and "pupils' unwholesome interest in grades." The picture on the front cover illustrates a proverbial phase of this thorn in the flesh of teaching.

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# What Beginning Teachers Like And What They Dislike About Teaching

J. R. Shannon

The May issue of *The Journal* for each of the past two years has featured the beginning teacher. This year the space devoted to the subject is less than before, but material from a larger number of beginning teachers is included. The beginning teachers who signed their names to the data sheets addressed to the editor, and who, therefore, deserve acknowledgment, are: Edward Ax, Max Barnett, Marvin R. Bell, Jane Bonham, Alvan G. Callahan, Sarah Corroll, John William Carter, Letha Coakley, Rosemary Creal, Dolly Crist, Frances E. Elliott, Norma S. Goble, James L. Hamilton, William Hamm, R. P. Harbison, Rosalie Homrig, Dharathula Hood, Roberta Howald, Leota Mae Jones, Maxine Lang, Charles Lee Marshall, Louise McGlothlin, Wanda McLin, Charles Miles, Vesper Dale Moore, Wayne Nolen, Alice Peters, Kathryn Quinton, Evelyn Reynolds, Joan Sedgwick, David Shannon, Mary L. Shedd, Jean M. Siegelin, Mary Jane Snook, Mary Jeane Stickles, Mary Ellen Tucker, Lorene Whitesell, Iris Winger, Albert H. Wood.

Any experienced teacher probably remembers with mixed emotions his beginning impressions in his profession. There should be considerable guidance value to reports from a large number of beginners in teaching made before their first flushes of joy and of disappointment are forgotten.

One might argue that the first impressions are not valid. In fact some of the beginners who supplied data

for this report said as much. One wrote: "As a matter of fact, three months hardly seems quite long enough for a beginning teacher to make such drastic conclusions. Each day I find something new and different which I enjoy or do not enjoy. And perhaps some of those things which I now dislike most about teaching will after a year or so become one of my most enjoyable factors of the profession." Similarly, another said: "It is premature, I believe, to state definitely one's likes and dislikes in regard to teaching, for the first year must of necessity be a period of adjustment and continued training. The problems one encounters arise primarily from lack of experience, and in all probability will eventually be eliminated or more successfully dealt with."

On the surface, such arguments might seem sound. But let us take a look at the characteristics listed most frequently in this report as "disliked" and see how many are likely to pass away or become "liked" with experience. Most of them will never be more than endured as necessary thorns in the flesh of teaching. And if any of the characteristics listed most frequently as "liked" should later become "disliked" by a teacher, that teacher should withdraw from the profession. It is true, as one teacher remarked, that each day in the early weeks of experience reveals new likeable or dislikeable characteristics, but to expect experience to change much of the black into white is in itself and evidence of inexperience. Ex-

perience has but little to do with it. This survey sought the impressions of teachers before they became calloused. It assumes that the reactions of beginners, more than those of older teachers, are most likely to be valid. Some of the new teachers agreed with this point of view. One said: "I feel that you have a 'hot idea' asking for the likes and dislikes of beginning teachers."

Requests were mailed in the middle of October, 1941, to the 132 graduates of Indiana State Teachers College in the class of 1941 who were teaching their first year. Special forms were enclosed for replies, one for "likes" and one for "dislikes." Two follow-up requests were sent out later, and although several of the returns did not represent impressions gained during just the opening months of experience, all were within the first six months.

Preliminary items on the forms gave data for showing the distributions of replies. Most of the teachers were in Indiana, although a few were in Ohio and several in Illinois. Thirty-eight of the replies were from women and 16 from men. Only four were from elementary teachers. This imbalance is the most unsatisfactory feature of the survey. However, it is easy to explain. Since teachers could begin elementary teaching in Indiana up to 1940 with only two years of college training, but very few of the graduates of the College in 1941 on the elementary curriculum were inexperienced teachers.

The high-school teachers replying represented the whole array of teaching subjects, although those of home economics far outnumbered any other subject. As equitable a division as could be expected was found for teachers in city or town schools on the one hand and in township schools on the other, with only a bare majority in township schools.

Thirty-nine of the 54 replies were signed. Nothing was contained in any unsigned reply which was of such nature as to justify its anonymity. Since a separate tabulation of the replies showed no significant differences in characteristics "liked" or



"disliked" by the two types, no further attention is given the types in this report.

A total of only 54 replies was somewhat disappointing. Yet, the percentage (41) is as high as one experienced in gathering data through the mail might expect. Furthermore, the replies received were rich. Many of them were quite revealing and gave insight into their senders which might well serve as bases for recommendations (or their opposites) for better positions. Reading them was a pleasure. Only one reply was useless. Its complete content was: "My teaching experience to date here has been most enjoyable. I have liked and enjoyed every second of it."

Whatever a beginning teacher reported, if it contained an identifiable characteristic that was "liked" or "disliked," it was translated by the investigator into the terminologies of Table I or Table II. Only one tally was given a single characteristic from the report of one person, no difference how fully it was elaborated and restated. The 202 "liked" characteristics reported by the 55 teachers who returned usable replies, were thus classified under 51 headings, and these in turn grouped into seven large families, as shown in Table I. The 160 "disliked" characteristics were classified under 59 headings, which in turn were grouped into the same seven large families, as shown in Table II.

But little attempt was made in the translating and tabulating to telescope characteristics. Each was kept by itself, for therein lies much of the value of the survey. As Benjamin Franklin stated in his autobiography, when discussing his list of virtues for self-improvement, it is better to have several items with few ideas annexed to each than to have few items with several ideas annexed to each. After each item in the tables is an actual quotation from some beginning teacher's statement. The purpose of the quotation is chiefly to add clarity and to show how the translating was done. A secondary purpose was to add color. It would have been fun

to add more or longer quotations; some were rather spicy.

The grouping of the 51 "liked" and 59 "disliked" characteristics into the seven large families was easy. In fact, the characteristics almost grouped themselves.

One of the obvious conclusions from a study of Tables I and II is that the number of "liked" characteristics is shorter than the "disliked," but that the "liked" ones have greater frequencies. This doubtless is due to the fact, frequently observed in earlier researches, that elements of bad are more identifiable or distinguishable than elements of good. One of the beginning teachers commented on this phenomenon. "It is much easier," she said, "to pick out the things I dislike in teaching than it is to list the things I like."

The phenomenon of greater distinguishability of "disliked" characteristics does not argue that there should be a greater degree of disliking for the profession of teaching than of liking. It means only that the number of "disliked" characteristics is greater.

TABLE I  
WHAT BEGINNING  
TEACHERS LIKE ABOUT  
TEACHING

Characteristics	Frequencies
Pupils	56
Contacts with pupils	54
"I love to be with the students."	
Seeing pupils develop	18
"Watching the growth and development of young minds and personalities"	
Character of the pupils or of the school	4
"I like the school spirit."	
Salary, working conditions, and significance of the calling	54
Advancing human progress or serving one's fellow men	17
"The feeling that perhaps one has contributed a small share to the upward progress of humanity"	
Quantity and variety of experience and activity	12
"There is something about the new problems that come up which give infinite variety to teaching."	
Independence and opportunity for initiative	8

"I can teach the way I want to; I can put over the problems I want to in my own way."	
Prestige of the profession	
"The teacher is held in respect and esteem by the community."	
High salary	
"Teaching is a nice profession for a girl as far as salary is concerned."	
Months and days and hours of work	
"When the five days are completed, then my work is done for a week."	
Clean, healthful working conditions	
"It is clean work in healthful surroundings."	
Easy work	
"Teaching is comparatively easy."	
Physical exercise provided	
"I can get plenty of physical exercise, being that I am connected with the physical education program."	
Personal considerations	57
Self improvement	
"Being of service demands that one be on his mettle constantly trying to improve himself."	
Personal gratification	
"It give me a certain satisfaction to know that the goal I set many years ago has in a sense been attained."	
Self realization	
"It makes me feel that I am part of something big and important."	
Satisfaction of being appreciated	
"It is wonderful to know that some people appreciate what you do."	
Joy of achievement	
"It's really a thrill when you feel that you've put something across."	
Fellow teachers	17
Fellowship and co-operation of other teachers and professional workers	
"I like the desirable contacts one has with people in the same and other worthy professions."	
Teaching itself	15
Extracurriculum activities	
"Extra-curricular activities of the school are, of course, pleasing."	
Opportunity to pursue major interest	
"Because I am very interested in all phases of home economics"	



Opportunity to exemplify or try one's theories	5
"I find it interesting to use the method I have always advocated."	
Review and drill devices	1
"Using games or spell-downs for review devices"	
Discipline	1
"Solving problems of discipline to suit the individual"	
Administration	12
Support and assistance of the administration	5
"I like the fact that our principal is behind the teachers in all our special projects, our discipline, our teaching."	
Good buildings or equipment	4
"We have a beautiful new building."	
The trustee	2
"I appreciate the willing and interested trustee."	
County institutes	1
"I especially like the county institutes."	
Community	11
Social contacts	7
"Meeting so many interesting people, both in and out of school"	
Interest, hospitality, and co-operation of parents	2
"I like very much the interest and co-operation of parents and townspeople."	
Character of community	1
"My community is very broad-minded."	
Parent-Teacher Association	1
"The Parent-Teacher Association, which gives an opportunity for teachers and parent to meet informally"	

"I don't like paying \$52 a month for board and a little room without heat."	2
Lack of co-operation of parents	
"Lack of co-operation in pupils' homes"	
Inability to know the parents better.	1
"I should like to know parents better."	
Aloofness of community	1
"I dislike being designated as a 'teacher.' I should much rather be a member of the community."	
Improper opinion of teachers' status	1
"Public opinion that teachers have 'scads' of money and a 'soft job'."	
Inadequate shopping facilities	1
"I am so situated as not to have satisfactory possibilities for shopping."	
Teaching itself	52
Necessity of giving grades	9
"I thoroughly dislike giving grades."	
Discipline	7
"I hate the necessity of being a policeman."	
Having to teach a second or third subject	5
"I dislike having to teach the second subject."	
Curriculum	2
"The elementary subject matter in the seventh grade"	
Large classes	2
"Classes are entirely too large for best results."	
Keeping study halls	2
"Keeping study halls"	
Repetition and drill	1
"The necessity of repetition and daily drill"	
Uncertainty as to procedures	1
"One finds it rather difficult at times wondering if his method is the most desirable."	
Subjectivity of results in education	1
"I dislike the fact that I shall never know just what the results of all my teaching are and will be in the future."	
Semester examinations	1
"Having to give long semester tests"	
Routine	1
"I dislike the routine."	
Administration	27
Inadequate equipment	5
"In a small community school equipment is not at hand."	
Conservatism of school administrators	4
"I dislike the tendency of school administrators to be un-	

changeable as to ways of doing things."	
Over-standardization	2
"Standardization of methods, courses, and forces which rule the school system"	
Politics and pull in school administration	2
"My principal warned me not to get too friendly with a certain family because they were on the other side of the political fence."	
Low scholastic standards	2
"I dislike immensely the influence basketball has over school work. If a person is a good player, he thinks (and a lot of time he is upheld) that he does not have to work to get a grade."	
Incompetence of professional administrators	1
"The lack of sufficient discipline qualities on the part of the administrators"	
Incompetence of trustees	1
"Some trustees are unfit to hire teachers."	
Limited conception of educational possibilities	1
"There isn't even a basketball team, P. T. A., or anything to interest the pupils or parents in the school."	
Lack of supervision	1
"I have had very little supervision."	
"Snoosupervision"	1
"I don't like the idea of a supervisor standing outside my door listening to my classes."	
Insecurity of tenure	1
"One can not depend upon a job for more than one year in many instances."	
Administration of retirement fund	1
"Retirement fund should be taken out in monthly installments."	
Infrequency of pay day	1
"I think we should get paid every two weeks."	
The daily schedule	1
"No activity or club periods"	
Administrative reports	1
"I can hardly say the making out of numerous reports is the most pleasing thing to do."	
Principal's disrespect for teacher's subject	1
"It is all right for the principal to teach history, but that doesn't warrant his continued disrespect and disregard for another subject."	
Administrators' attempted intimacies with lady teachers	1

TABLE II  
WHAT BEGINNING TEACHERS DISLIKE ABOUT TEACHING

Characteristics	Frequencies
Community	42
Lack of privacy of a teacher's life	12
"In the first place, I don't like so many eyes, ears, and noses, poked into my business."	
Excessive community demands on teachers for information, money, and time	12
"It seems that the community expects almost the impossible from teachers."	
Restricted social life	8
"Social life is too restricted."	
Hostility of community	2
"Patrons are continually stirring up trouble if they can."	
Unsatisfactory place to live	2

"We discovered that all principals and superintendents do not have a 'professional' attitude toward their very young women teachers."

Salary and working conditions 26

Heavy teaching load 10

"The main difficulty is finding time to both plan and do the required classroom work."

Low salary 8

"Teachers are under-paid."

Summer vacation 2

"I dislike the present summer vacation plan."

Fellow teachers 13

Jealousy of teachers 3

"I dislike the jealous or envious fellow teacher."

Insincerity of teachers 2

"Apparently some of my fellow teachers are not the least bit interested."

Laziness of teachers 2

"Teachers are prone to become very, very lazy."

Lack of sympathy for beginners 1

"Experienced teachers forget that they were once young and beginners in this business."

Incompetence of teachers 1

"The lack of sufficient discipline qualities on the part of other members of the faculty"

Lack of faculty co-operation 1

"There are many situations when all teachers pull the wrong way."

Gloominess of teachers 1

"Another thing a teacher might remember: A smile can't do a bit of harm."

Sarcasm of teachers 1

"So many teachers use sarcasm with pupils."

Narrowness of teachers 1

"Teachers are so narrow. They continually talk shop."

Pupils 12

Slow or disinterested pupils 4

"My dealing with subnormal pupils, who seem to be in every school"

Pupils' unwholesome interest in grades 3

"Having students 'cry on my shoulder' about grades"

Intolerant or smart-alecky pupils 3

"I sometimes get disgusted with some of my pupils who try to be clever and aren't, or who say, 'Miss— (their last English teacher) didn't do it this way.'"

Boys 1

"In college I was trained only

to teach girls, and I have twenty boys." (by a home economics teacher)

Attending school parties 1

"Attending school parties"

Personal considerations 8

Teacher's own incompetence 5

"I should know more about my field."

Lack of success 2

"When my baseball team lost its first game 50-5, I was about about ready to throw in the sponge."

"Blue Mondays" 2

"Those days that come every now and then when everything has turned out unsuccessfully"

Book agents 1

"I dislike book salesmen, especially the one who talked me into buying a set of books. Please, oh please, warn would-be teachers."

On the whole, the beginning teachers like their profession much more than they dislike it. This is shown not only by the greater number of frequencies after the "liked" characteristics (an average of 3.8 frequencies for "liked" characteristics per teacher as opposed to 3.0 for "disliked"), but also by supplementary comments made in the teachers' replies. One teacher, after listing her "dislikes," said, "These are all trivial matters, and the good points outnumber them by far." Similarly impressive and favorable comments were:

Nine weeks of school have passed and yet each day is just as much fun as the day before.

I will say this—the good in school teaching outweighs the bad.

In conclusion, I wish to say that I never realized that one's work could be so pleasant. I look forward to every day's work and I don't even mind teaching on Monday.

It's fun!!!

Another quotation, not from a beginning teacher but from a teacher who recently retired from the profession, is taken from a letter which arrived in the same mail as a handful of returns from last year's graduates. It is included here because of its timeliness and its appropriateness. "The more experience I get in the world the more I realize what a marvelous job being a sixth-grade teacher was, not forgetting the problems and

difficulties of the classroom teacher."

A further obvious conclusion from an analysis and comparison of the two tables of this report, is the great difference between the rank order of the seven large headings in one table and that of the other. The rank order is not exactly reversed, but the coefficient of correlation between the rank orders is -.75. A high negative correlation should have been expected.

A corollary of the conclusion just stated—or perhaps it is an independent conclusion in itself—is illustrated by a comment of one of the novitiates. "Dislikes?" said she. "I haven't (as yet) any dislikes for the actual teaching process. My dislikes occur in the life of a teacher outside the school building." It is significant to note that the "liked" characteristics with highest frequencies concern pupils and working conditions, and are inherent in the teacher's calling, while "disliked" characteristics at the top of the list are extraneous.

Further comments about "what the tables tell us" would be superfluous. The tables are the most important part of this report, and they speak for themselves. In the course of time, without doubt, new "likes" and "dislikes" will come to the attention of teachers growing in experience. It is not likely, however, that many items from one table will be transferred to the other. Their very nature bespeaks their location.

## ILLUSTRIOUS ALUMNI

GUY M. WILSON

Dr. Wilson graduated from Indiana State Teachers College in 1896. He then taught in Indiana public schools for twenty years, beginning in the rural schools of his native county (Clinton), and later serving as County Superintendent of Hendricks County and City Superintendent of Connersville. He then spent ten years teaching at Iowa State College. He is now Professor of Education at Boston University.

The Teachers College Journal

# A Career In One Elementary School

W. F. Loper

*This article by Mr. Loper, Superintendent of Schools at Shelbyville, Indiana, about one of the venerable teachers of that city, was written upon request of the editor to serve as a sequel to "A Career in One High School," which appeared in January. Mr. Loper's deep feeling for the subject of his paper, Miss Lora B. Pearson, is evident in the style and content of his writing. The philosophy which Mr. Loper exhorts, and Miss Pearson exemplifies, is one which is basic to success in any school in any community. It is particularly fitting that its extolment, in the example of a veteran in the profession, should*



LORA B. PEARSON

*follow immediately after a summary of what beginning teachers like most and what they like least in their work. There can be little doubt that if the beginners became imbued with the same philosophy they will "sail securely, and safely reach the Fortunate Isles."*

Without hesitation I accepted the invitation to write about the life and accomplishments of one of the best teachers I have ever known, Miss Lora B. Pearson. I do it gladly because of my very definite feeling of appreciation of her fine spirit of loyalty to the school system of which she was for so many years, such a vital part, and to me personally. I write with genuine satisfaction for the further reason that Miss Pearson's record stands out as such an excellent case in point when one considers the theme of this paper, *A Career in One Elementary School*. For thirty-two years she was principal of the Colescott School in Shelbyville, and may it be said to her everlasting credit that she provided a well-balanced contribution by way of both teaching and administration.

Miss Pearson began her teaching career in the primary department of the Kibbey School in Shelbyville in 1896. She taught there until 1901, at which time she was given a leave of absence to continue her student life at Indiana State Normal, and was graduated in June, 1903. Upon graduation she again became a member of the staff of the Kibbey School, where she continued to teach until 1909, when she became principal of the Colescott School.

During Miss Pearson's more than forty years of experience in the Shelbyville schools she was under the leadership of some of Indiana's most outstanding superintendents. She served under James Tomlin, Samuel Farrell, Jacob W. Holton, Alvin C. Kibbey, and William F. Vogel.

Miss Pearson's strength lay in the fact that throughout her teaching career she touched the life of this

community through so many avenues of service. Some of these were so outstanding as to deserve special consideration. The church came in for a large share of her time and energy. It seemed to me that her services to the church could best be appraised by her pastor, Rev. Walter P. Halbert, First Baptist Church. We quote:

"Miss Lora Pearson has been an inspiration and a great leader in the First Baptist Church of Shelbyville throughout her career. She is a member of a family that has given great service to the church before and during her lifetime. Among her contributions may be included: supervision and teaching in the children's departments of the church for 45 years; superintendent of the beginners' department at the present time, as well as church clerk and historian; church organist for 35 years; leader and teacher of a mid-week class of children, meeting after school, with an attendance often reaching 100, for many years. In this church of almost 800 members she has been a tireless, consecrated worker with a deep personal interest in the children and in every activity of the church. She has always had time for calling, planning programs, and doing everything necessary for the the welfare of her church."

The club life of this city felt her positive influence in shaping and moulding a wholesome social development.

Miss Pearson retired from teaching last spring after thirty-two years of service in the Colescott Elementary School of Shelbyville, Indiana. These thirty-two years have been filled to the brim with character-building experiences with children representing a cross section of our city. This particular school has children from some of our best districts and others from the poorest and most underprivileged within the city's limits. During this period she has seen teaching methods come and go. She has noted rising and waning influences that so vitally affected teaching. Her reactions to these changes have been those of a woman who did not wish to be the



first to take up with a new idea nor the last to discard the old when it was tried in the balances of experience and found wanting.

In those days it was possible for the superintendent of schools to visit his teachers each week. He then assumed personal responsibility for the training of his faculty. He called the teachers in frequently and discussed with them the right and wrong ways of doing things. Miss Pearson tells me that these sessions were most helpful. No doubt they were valuable to her at that stage in her experience and partly accounted for the fact that Miss Pearson was supported, in the classroom and on the playground, by a wealth of common sense and human understanding. She taught reading well, to be sure, but that was not her primary interest. Her first love was boys and girls. Subject matter was secondary.

Her ability to adapt herself to the different grade levels was very unusual. She had experience all along the line from the 1B grade to the principalship, and did all of these things well.

Upon one occasion I asked Miss Pearson to write her philosophy of teaching. I wanted to see what it contained that made her work so effective. Among other things she said the following quotation was basic to all the rest. "I have always tried to remember this verse each day: 'Better that a millstone be hanged about my neck than that I should offend one of these little ones'."

It was interesting to me to note the developments that have taken place during her teaching experience. She has this to say about discipline in the early days. "Upon entering the building one noticed the long, keen switches kept in water so that they would not be brittle. I hide my face in shame when I remember that I used those switches. Afterwards a paddle was used, but I learned in my later days that a private conference with the offender often did much more good than a paddling. If you take time enough to get at the reason for the bad behavior and take the necessary steps to bring about a mu-

tual understanding, the trouble disappears."

Her comments on the improvements in physical equipment are pertinent. "When I began teaching we had no playground equipment, no seat work, no charts, and very little library materials. We used slates. The custodian sharpened the slate pencils once each week. We had no art paper or writing paper except odds and ends brought from home. We had no drinking fountains, just a pump in the basement. For history and geography perhaps one or two old maps were furnished, and nothing more. I realized a dream of years the last two years I taught. I had a twelve-room building beautiful in appearance and equipped with about everything essential to the comfort of pupil and teacher. The school had a wonderful auditorium with a stage well equipped with lights and curtains. It has plenty of room to seat all the children for any program. It is a delightful place in which to work and play."

This article has to do with greatness as it has been achieved by one who, as a result of a decision made early in life, was willing to become the kind of person that this particular community requires for true greatness in a teacher. These qualities are, perhaps, not different from those required by other communities in this state. Without any hope of naming them all, let us set out some of the most obvious ones.

Several years ago, Henry Van Dyke said, "The forces that impel action reside in the temperament. The ideals and convictions that guide it are hidden in the mind and heart. A man moves slowly or swiftly, he does his work weakly or strongly, according to the energy that is in him. But the direction of his life, this way or that, follows the unseen influence of what he admires and loves and believes in." The direction of Miss Pearson's life followed the unseen influence of what she has admired, loved, and believed in. Her greatness lies in the fact that she admired, loved, and believed in equal educational opportunities for all children; that every

child possessed a personality and an individuality that must be respected; that learning should be considered in a broad sense, so broad in fact that it covers morals, manners, patriotism, chivalry, respect for the rights of other people and for property; the highest possible regard for truth; that sincerity is basic to sound character; that liberty must be appreciated if it does not become license; that sharing what one has and is should be considered a responsibility to one's community; that what one is to be, he is now becoming. Perhaps the community did not require that all these qualities be present. In fact, I felt that Miss Pearson went far beyond the minimum essentials. She believes that there are those who not so much want millions, but answers to their questions; that truth will not always make us rich, but it will make us free; that the noblest pleasure is the joy of understanding; that when we have learned to reverence liberty as well as wealth we shall have our renaissance; that then we shall cease making the world safe for stupidity.

Those who know Miss Pearson best recognize as one of her most admired attributes her passion for intellectual honesty. She is as far from the escape artist type of thinker as day is from night. When her opinion is sought there is no hedging, no reservations or evasions. With the utmost courtesy she states the matter just as she sees it.

The building in which she taught so long was replaced about three years ago with a modern structure that made possible some things that Miss Pearson had long wanted to do. Her appreciation of the possibilities of education through auditorium programs found its realization, to a large extent, in the use of the new auditorium. It seemed to her that this type of work made the closest approach to character building.

When it came to the decoration of the principal's offices in the new building, the decorator was heard to say that he hoped to please Miss Pearson because his children had been under her guidance in both the Sun-

(Continued on page 111)

# Three Careers After Twenty-five Years

George LeRoy

*George LeRoy is a pseudonym, as are also the names of Bird, Taylor, and Dexter. The author is keeping the names of himself and his three former classmates obscured for reasons obvious to any one who reads the article.*

*This article does not prove anything; it uses the lives of three men to illustrate a few facts which we may be justified in accepting as true without proof. These "facts" are ones which can be stressed in this beginning-teacher issue of the Journal without being farfetched.*

There was a remarkable and dramatic parallelism between the lives of Mr. Bird, Mr. Taylor, and Mr. Dexter during their undergraduate years. All three belonged to the same fraternity, all three were biology majors, all three were class officers and officers of the college Y.M.C.A., and the three constituted the college's debating team for two successive years. After the three had been graduated a quarter of a century, they were not equal or parallel in their professional success. Only one, Mr. Bird, had gone far in their undergraduate major field of biology, but he had become an internationally known botanist. Mr. Dexter, however, had done equally well, but had transferred to another field almost immediately after receiving the baccalaureate. Both Mr. Bird and Mr. Dexter had earned doctor's degrees and were listed in *Who's Who in America*. Mr. Taylor never achieved more than mediocre success, and at the time of the most recent report was teaching science in a village high school. What is the explanation of the three men's varying attainments? What characteristics of the three men at

the time of college graduation prognosticated future possibilities?

An analysis of the college's annuals published during the three men's time showed all three to be extraordinarily prominent in extracurriculum affairs, with Mr. Dexter extremely so. There was nothing in the nature of their activities, however, to indicate future developments. Table I shows the collegiate extracurriculum activities in which the men engaged.

TABLE I  
EXTRACURRICULUM ACTIVITIES

Activities	Bird	Taylor	Dexter
Interscholastic debating	X	X	X
Fraternity	X	X	X
Class officer	X	X	X
Y.M.C.A. officer	X	X	X
Intramural athletics	..	X	X
Intramural debating	..	..	X
Interscholastic athletics	..	..	X
Athletic manager	..	..	X
Laboratory assistant	..	..	X
Editor of school paper	..	X	..
German Club	X	..	..
Summer-term faculty	X	..	..
Total number of activities	6	6	9

None of the men engaged in many activities not participated in by one or both of the others. Their activities were largely in common. Mr. Bird's serving on the faculty during a summer term, and Mr. Dexter's becoming a laboratory assistant, may be indications of faculty regard for the worth of the two future-greats, but an analysis of the scholastic records of the three belies such assumption to some degree, for Mr. Dexter was only an average student, as Table II shows.

With the analysis of scholastic records showing nothing unfavorable for Mr. Taylor, and the analysis of extracurriculum records showing but little in favor of Mr. Bird or Mr.

Dexter in comparison with Mr. Taylor, recourse was taken to personal interviews with surviving professors who knew the three men as college students, and with an equal number of men who were fellow students with the three and knew them from points of view not enjoyed by professors.

Only four surviving professors could be contacted who remembered their three men, and one of them could not recall Mr. Bird, while another said he remembered the three only vaguely. Each interviewee was asked to recall the three former students as he knew them twenty-five years ago, to state which he would have predicted at that time would become most successful and which least successful, and why. Each recognized the difficulties involved but did his best.

Only one of the four professors had had all three students in his

classes. This one should have known each very well, for he was the critic teacher under whom each did his student teaching. His report was as follows:<sup>1</sup>

I should place Dexter first, Taylor second, and Bird third. Dexter was a real student. I gave him a research job once which he did with the quality of a graduate student. He was affable, made friends, and was whole-souled.

Bird was more reserved; he had a smile, however. He was a good student. There was nothing disagreeable or repellent or repulsive about him, but he just didn't get into the friend-

<sup>1</sup>Each report is in approximately the language used by the interviewee and is written as if it were a direct quotation.

TABLE II  
SCHOLASTIC RECORDS

Subjects	Number of Credits at Each Level of Excellence*								
	Bird			Taylor			Dexter		
	A	B	C	A	B	C	A	B	C
Biological science	8	1	..	7	2	..	4	3	..
Education	4	..	..	2	2	..	1	3	..
English	5	1	..	1	1	..	..	2	1
Foreign language	8	2	..	9	..	..	..	..	5
Industrial arts	..	..	..	..	..	..	..	1	..
Mathematics	..	..	..	1	..	..	..	..	..
Physical education	..	4	..	1	4	..	..	5	..
Physical science	3	..	..	3	..	..	..	2	1
Psychology	5	..	..	2	1	..	5	4	..
Social studies	3	..	..	4	..	..	2	..	..
Speech	..	..	..	3	..	..	3	..	1
Student teaching**	2	..	..	2	..	..	..	2	..
Total	56	8	..	55	10	..	15	20	8

\*The passing marks in the college at that time were three, A, B, C, representing good, average, and poor but passing.

\*\*Reported separately from other education because of its assumed prognostic value.

ship circle like the other two. He was not popular with the other fellows. Dexter was tremendously popular.

Taylor was in between in these characteristics.

A second professor who claimed to remember all three former students well ranked them in exactly reverse order from that by their critic teacher. He was dean of men and knew the three, perhaps, from a different point of view.

Bird would come first, I believe, with Taylor second and Dexter last. I didn't think Dexter would amount to much. He was a pretty fair student but not superior. I never expected to hear from him again. I liked Dexter but didn't think he had it in him.

Bird was socially inclined and more highly interested in things.

Taylor was a rather studious fellow who kept more or less in the background. I thought I might hear from him later.

The youngest of the four faculty interviewees spoke next:

I was young on the faculty in those days and did not have any of the three men in my classes. Therefore, I do not feel very certain.

Dexter ranked first, in my opinion. He was likeable, energetic, a good mixer, and alert. I should have been more like him myself.

I have no choice for second and third because of my lack of knowledge.

The dean of women was the final faculty spokesman, and her state-

ments attest her position.

I can't recall Mr. Bird, but I knew the other two well.

Taylor was not so active as Dexter; there was more of a deliberateness about him. I don't know whether the deliberateness indicated poise or a resting on his oars, but it was the deliberateness which causes me to put him ahead of Dexter. Taylor was older than Dexter, I should bear in mind.

Wives have had much to do with it. Dexter's wife was bright and alert. Her people probably were college people. On the other hand, Taylor's first wife was a wonderful woman, one of the finest who ever went forth from this college. It is too bad she did not live but about fifteen years later.

Taylor's failure to go so far as Bird or Dexter may be due to his settling down too soon. He had a farm to hold him down.

Since the number of faculty interviewees could not be extended beyond four, the number of fellow-student interviewees was arbitrarily kept the same. All of the fellow students interviewed had attained greater success than Mr. Taylor, but perhaps less than Mr. Bird or Mr. Dexter. All four knew the three men well, and two of the four were fraternity brothers of the three. These two's reports will be given first.

Bird is first; Dexter is second; Taylor is third. I knew Bird less well than the other two, but I place him first on the basis of his brilliance and purposiveness.

Taylor was erratic. He was endowed with a wonderful face.

Dexter was more clever than brilliant.

The other fraternity brother was undecided between first and second choices, but agreed with the first fraternity brother in placing Mr. Taylor third.

Dexter, on the basis of his being an aggressive pusher using his personal attractiveness (not good looks), and Bird, as a brilliant scholar, would be first.

Taylor was a conscientious, hard-working man, but lacked ability. He got his Master's degree in biology at the state university early. He did well until his wife died. She was aggressive and attractive.

The remaining fellow students agreed rather closely with the fraternity brethren, but on the whole used more effective language to express their ideas.

I place the three in the order of Bird, Dexter, and Taylor. Bird was dignified, tall, and an excellent debater.

Taylor was older and had more poise, but had a poor personality and no originality. He had too much of a crush on a girl. He was more overbearing and less intelligent than the other two.

Dexter was clever at finding openings. He could always see the place to get in. He showed that by switching from biology to another field right after graduating, when prospects for advancement in the other field looked good because of lack of competition.

The final report contains the most expressive language.

I should have placed Bird first and Taylor last, with Dexter in between.

Dexter peddles his wares well. He was aggressive, had a good time, and was always broke.

Taylor was the type who would be left behind. He was easy-going, a good-natured Saint Bernard.

Bird was a scholar. He was the only genius of the three. He and Taylor were inseparable friends.

An analysis of the interviewees' reports shows that the professors disagreed more among themselves than the fellow students did. One of them showed possibility of inconsistency by praising Mr. Dexter so highly.



when the official record shows that he gave Mr. Dexter a lower grade than he gave Mr. Bird or Mr. Taylor. These evidences of disagreement should not be attributed to senility, for all four professors were still in active service at the time of the interviews. (None of the superannuated professors approached for interviews could assist, because they failed to remember the three former students.) Furthermore, the professors as a group disagreed with the fellow students about the three men, especially in their ratings of them. These differences probably are due to differing points of view and to less accurate knowledge.

Both professors and students were guilty of error here and there. For example, too much significance was attached to the death of Taylor's wife, for Bird and Dexter had already surpassed Taylor before she died. Also, Taylor was not older than Bird, although both were older than Dexter. Bird entered the college a year before Taylor.

A summary of the interviewees' reports is shown in Table III. The qualities attributed to the three former students by the interviewees are listed at the left under three headings: qualities intended by the interviewees to be complimentary, qualities intended to be uncomplimentary, and qualities which can not fairly be classified as either complimentary or uncomplimentary. After the names of the qualities are figures showing how many times each was attributed to the three gentlemen by the two types of interviewees. At the bottom of the table are averages of the rankings given the three gentlemen by the two groups of interviewees. In computing these averages, a rank of 1.5 was given to each of two former students tied for first and second places by an interviewee, and a rank of 2.5 for each tied for second and third. When only two were ranked, as was the case by one professor, one is called first, one second, and no one third.

With the data on extracurriculum participation, undergraduate scholastic success, and personal qualities of the three men before us, some con-

TABLE III  
SUMMARY OF INTERVIEWEES' REPORTS

Qualities	Number of Times Attributed					
	Mr. Bird		Mr. Dexter		Mr. Taylor	
	P	S	P	S	P	S
Complimentary—Total	5	7	8	5	4	4
Affable	1	..	2	2	1	..
Aggressive	..	..	..	5	..	..
Brilliant	..	5	..	..	..	..
Energetic	..	..	2	..	..	..
Poised	..	..	..	..	1	1
Good student	1	..	1	..	..	..
Whole-souled	..	..	1	..	..	..
Popular	..	..	1	..	..	..
Broadly interested	1	..	..	..	..	..
Studious	..	..	..	..	1	..
Alert	..	..	1	..	..	..
Deliberate	..	..	..	..	1	..
Good at debate	..	1	..	..	..	..
Purposive	..	1	..	..	..	..
Wonderful face	..	..	..	..	..	1
Conscientious	..	..	..	..	..	1
Industrious	..	..	..	..	..	1
Dignified	..	1	..	..	..	..
Tall	..	1	..	..	..	..
Uncomplimentary—Total	..	..	..	1	..	8
Less capable	..	..	..	..	..	2
Easy-going	..	..	..	..	..	1
Always broke	..	..	..	1	..	..
Erratic	..	..	..	..	..	1
Poor personality	..	..	..	..	..	1
Lack of originality	..	..	..	..	..	1
Lovesick	..	..	..	..	..	1
Overbearing	..	..	..	..	..	1
Neither—Total	1	..	..	5	1	..
Clever	..	..	..	5	..	..
Reserved	1	..	..	..	1	..
Average rank	2.2	1.1	1.7	1.9	1.9	5

clusion seem warranted.

Mr. Taylor was too easily satisfied after graduation, and maybe he let himself be held down by a farm. In either case, he was a victim of his own lack of purposiveness, which trait he evinced as an undergraduate. He was described by a professor as one "who kept more or less in the background," and by a fellow student as "easy-going, a good-natured Saint Bernard." Maybe his "deliberateness," mentioned by one of the professors, was, as she somewhat suspected, an indication of his "resting on his oars." But more likely it was evidence of a lack of purposiveness, which lack he manifested by wobbling back and forth, in and out of his chosen profession, for ten years after graduating, while Bird and Dexter were advancing.

Furthermore, Taylor's classmates attributed a number of uncomplimentary qualities to him. His uncomplimentary

qualities equaled his complimentary ones, in the opinions of the eight interviewees. He probably was less capable, as some of his classmates said, but succeeded in maintaining a high scholastic record by tortoise tactics. One professor described him as "a rather studious fellow," and a fellow student as "a conscientious, hard-working man." Also, Mr. Bird may have helped him, for they were "inseparable friends."

Mr. Bird seems to have been the type of college student a cold-blooded critic would have picked to succeed. He was obviously brilliant. He had purposiveness, a reasonable number of other commendable qualities—although not so many as Mr. Dexter—and no bad qualities.

Mr. Dexter was the *it* man of the three. He had qualities which people like. He probably was less brilliant than Mr. Bird, but he doubtlessly

(Continued on page 111)

# Edward Coote Pinkney

## Rationalist Poet (1802-1828)

Hazel Tesh Pfennig

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Advisory Committee. She, more than any other member of the faculty of the College, has added to the prestige of the College by foreign travel, particularly in Europe and South America, by fostering adult education, and by lecturing widely over the state, particularly before women's clubs.

A man dies at the age of twenty-five, ill and in poverty. He has written a few scattered poems, some of them published in a tiny volume, and has edited a political sheet for a year or so. A century later, doctoral theses are written about him, and attempts are made to determine his literary rank—admittedly high—and the extent of his literary influence. But so little is known of him that only with difficulty is the correct spelling of his name<sup>1</sup> determined, and only one likeness—a newspaper litho-

<sup>1</sup>Professor Wightman F. Melton arrived at the spelling, "Coote," instead of "Coate," in 1912, by a somewhat complicated chain of reasoning. (*The South Atlantic Quarterly*, XI, 328 f.) Not till 1926, with the publication of *The Life and Works of Edward Coote Pinkney* by Thomas Ollive Mabbott and Frank Lester Pleadwell, was the question settled definitely by the announcement, page 25, of the finding of Pinkney's only extant complete signature, in a letter to Secretary of the Navy Thompson, dated at Baltimore, April 15, 1822.

graph<sup>2</sup>—is brought to light. An album and an old notebook are salvaged<sup>3</sup> to find fragments of verses<sup>4</sup> to include in his collected works; records of the Navy Department<sup>5</sup> are combed to discover the few brief notations which are all that remain of his career as a midshipman; magazine and newspaper references are hunted down to find in what esteem his lyrics were held by his contemporaries. Such, in brief, is the career of Edward Coote Pinkney's reputation in the last decade or so of research about him.

Apparently the reason for this birth of interest in a little-known early American poet lies in two facts: Certain of his poems recurred again and

<sup>2</sup>*The New York Mirror and Ladies Literary Gazette*, V, 225.

<sup>3</sup>Thomas Ollive Mabbott and Frank Lester Pleadwell, *The Life and Works of Edward Coote Pinkney*, pp. 82 f. They were Mrs. Pinkney's Album and Edward Coote Pinkney's Notebook No. 2, the latter now known as the Yale Notebook.

<sup>4</sup>These include, for examples, twenty-seven lines of a planned lengthy poem entitled *Cleonice*, telling the classic tale of the tragedy of Pausanias and Cleonice, and a humorous toast, *Invitation and Reply*, of which the second half is:

If I must fill more bumpers bright,  
I give indeed a pledge to sorrow,  
For I shall be dead-drunk to-night,  
And sick as death itself to-morrow.

On the basis of the versatility shown, and especially of the maturity evident in the fragment of the serious work, Mabbott and Pleadwell express their conviction that Pinkney, had he lived a few years longer, would have produced even greater works than those we have from him. (*Ibid.*, 172 f., 190 f.)

<sup>5</sup>*Ibid.*, pp. 5, 6, 10, etc. There are listed as *Miscellaneous Letters*, Navy Library, V, *Captains' Letters*, Navy Library, II, *Records of Court Martials*.

again in popular anthologies;<sup>6</sup> and Poe, in *The Poetic Principle*, had quoted him with high praise.<sup>7</sup> Into the consciousness of scholars who are steadily carrying on research into our national literary beginnings, re-evaluating names, writings, and influences, these two facts, we may be allowed to conclude, finally penetrated. The studies of Ross,<sup>8</sup> Melton,<sup>9</sup> and Simmons,<sup>10</sup> and the really monumental work of Mabbott and Pleadwell,<sup>11</sup> have put practically all the accumulated material into permanent form and made it accessible to the general student.

Edward Coote Pinkney was born<sup>12</sup> on October 1, 1802, in London, during the time that his father, William Pinkney, was in that country as member of an adjudicating board of commissioners representing the United States government. The father brought the young son—the seventh

<sup>6</sup>Charles Hunter Ross, for example, apologizes for quoting *A Health* in an article on Pinkney, because "all the anthologies contain it." (*The Sewanee Review*, IV, 287 f.)

<sup>7</sup>Edgar Allan Poe, *Selections from Literary Criticism*, edited by John Brooks Moore, p. 14.

<sup>8</sup>Charles Hunter Ross, *The Sewanee Review*, IV, 287-298.

<sup>9</sup>Wightman F. Melton, *The South Atlantic Quarterly*, XI, 328-336.

<sup>10</sup>J. P. Simmons, *The South Atlantic Quarterly*, XXVIII, 406-418.

<sup>11</sup>Mabbott and Pleadwell, *op. cit.* The Simmons article, which appeared in 1929, was of course unknown to Mabbott and Pleadwell, whose book appeared three years earlier and is the only important study of Pinkney available in the preparation of the present paper which is not summarized in their splendid work. In a letter to the writer of this paper, under date of January 16, 1932, Dr. Mabbott calls attention to another new source, the writings of John Greenleaf Whittier: He says "a friend who is working on Whittier tells me that in the recent dissertation on his early poetry, of which I have seen no copy, . . . there are references to Pinkney. I've put off looking this up, so regret the indefiniteness of the information. I think Whittier did both a prose and a verse composition relating to ECP."

<sup>12</sup>*Ibid.*, p. 2, footnote: "The editors had no success in a search for the baptismal record of the poet."

of ten children—back to America when the boy was two years old, and shortly after returned again to England, with his family, and continued diplomatic and ambassadorial work there<sup>13</sup> until Edward reached the age of nine. Up to this time the “first of American lyrists”<sup>14</sup> had had practically no American environment or schooling except the influence of the family in which<sup>15</sup> he was born.

From the time he was nine till he was fourteen he attended St. Mary's College in Baltimore; then he secured, through his father's influence, a commission as midshipman in the United States Navy in which service he remained<sup>16</sup> for about seven years. While still officially in the Navy, he met and fell in love with—and lost!—Mary Hawkins, to whom, at the age of twenty, he wrote, among other pieces, the *Serenade*, beginning “Look out upon the stars, my love,”<sup>17</sup> and the *Song*,<sup>18</sup> the latter evidently composed after she had refused him, ending:

I pledge thee, and the empty cup  
Emblems this hollow life of mine,  
To which, a gone enchantment,  
thou  
No more wilt be the wine,—  
Mary.

His actual resignation from the Navy, which followed—and was doubtless influenced by—a controversy with his superior, Captain Charles G. Ridgely, but was immediately occasioned by his marriage to Georgiana McCausland and his plan to practice law,<sup>19</sup> was dated September 30, 1824 (though for nearly a year he had been actually out of the service and engaged in studying law). He was then twenty-two years old. Three and a half years later, April 11, 1828, he died. In this brief interim, the total length of his mature life as a landsman, he published the final version—not planned to be the final version<sup>20</sup>—of *Rodolph* (first published anonymously in an earlier version in 1825) and a number of other and shorter poems in one small volume, the basis of his literary immortality; and he edited *The Marylander*, a political journal,<sup>21</sup> for two years.

Pinkney was a duelist, and two of his challenges are famous. Before his marriage he challenged John Neal<sup>22</sup> because the latter gave in a novel, *Randolph*, an uncomplimentary description of Edward Pinkney's father, William Pinkney, who had just died; and after his marriage, while editing *The Marylander*, he challenged Ste-

phen Simpson,<sup>23</sup> editor of *The Philadelphia Mercury*, for writing a somewhat scurrilous editorial about *The Marylander* and himself. But both the men refused to fight. It was the transition age for duelist mores, and society ethics was pretty well divided between those who still upheld the practice and those who frowned upon it. Both Neal and Simpson, men of only ordinary ability and not particularly high character felt that they could rely on the growing anti-duelist sentiment, and published their versions<sup>24</sup> of the affair. It is not surprising that Pinkney, although an abler man than either, should, because of his family traditions and his war training, have held to the dueling code, especially since in both these instances he certainly had grievance. He “posted” Neal as a “craven,”<sup>25</sup> but did nothing more about the Simpson challenge, being ill at the time with the ailment which brought about his death less than three months afterward. He was behind the times, certainly, in his attitude toward dueling; but in his published statements regarding the quarrels which led to the challenges, there is much matter that throws favorable light on his character—concerning which a further statement will be made a bit later.

Students of Pinkney have made it their main purpose to classify him under one or another literary school. Much of the effort has also been to determine his origins, to seek from records and from the content of his poems evidence about what books he read<sup>26</sup> and what poets he admired. And some effort, too, has been put into a comparative study of Pinkney and later American and British poets, to determine how much he influenced his successors. But both these ventures have directly or indirectly had their influence upon the choice of label which critics were anxious to get settled. We know that he quoted<sup>27</sup> and admired Wordsworth

<sup>13</sup>First as an assistant of James Monroe, and later “as minister extraordinary to the Court of St. James’s.” (*Ibid.*, p. 2.)

<sup>14</sup>Edgar Allan Poe, *op. cit.*, p. 17. In *The Poetic Principle*, Poe speaks of Pinkney in the above quoted word.

<sup>15</sup>(a) Mabbott and Pleadwell, *op. cit.*, pp. 1 f. “Edward's mother, Ann Maria Rodgers Pinkney, was the daughter of John Rodgers of Havre de Grace, Maryland, and sister of Commodore John Rodgers of the Navy.”

(b) Charles Hunter Ross, *The Sewanee Review*, IV, 287. “Pinkney came of a distinguished family, no fewer than six of whom are entitled to honorable mention in Appleton's ‘Cyclopaedia of American Biography.’”

<sup>16</sup>Mabbott and Pleadwell, *op. cit.*, pp. 5 f. Among the boats in the Navy which Pinkney served on were the *Washington*, the *Peacock*, the *Constellation*, and the *Porpoise*.

<sup>17</sup>*Ibid.*, pp. 24 f. Set to music by H. N. Gilles, a teacher of music popular with the best society of the day, the *Serenade* was published anonymously, in January, 1825, and seems to have established Pinkney's reputation as a poet among those who knew the author.

<sup>18</sup>*Ibid.*, pp. 118 f.

<sup>19</sup>*The Mirror Library. The Rococo, Number two, The Miscellaneous Poems of Edward Coate Pinkney with a Biographical Sketch*, by the late William Leggett, Esq., and *Introductory Remarks*, by N. P. Willis. This booklet was one of a series published by the *New York Mirror* in 1844.

Speaking of the resignation of Pinkney from the Navy, Leggett says in the *Biographical Sketch* that Pinkney wished to be with and to console his widowed mother, since his father had recently died.

<sup>20</sup>Mabbott and Pleadwell, *op. cit.*, p. 150.

<sup>21</sup>*Ibid.*, p. 52. *The Marylander* was founded to support the administration of President John Quincy Adams and to oppose the presidential campaign of Andrew Jackson.

<sup>22</sup>*Ibid.*, pp. 25 f.

<sup>23</sup>*Ibid.*, pp. 64 f.

<sup>24</sup>*Ibid.*, pp. 29, 67 f.

<sup>25</sup>*Ibid.*, pp. 25, 28.

<sup>26</sup>*Ibid.*, pp. 58 f.

<sup>27</sup>*Ibid.*, pp. 126 f.



and other poets, and that Poe quoted and admired him. Where, then, shall we place Pinkney in relation to these others?

In Pinkney's own day he was called "Byronic." "It is too close and too loud an echo of Byron," said the first important review of his work in the *North American Review*, when his *Poems* appeared in 1825.<sup>28</sup>

There is that abstracted and selfish gloom and moodiness about it, that solitary want of kindly human sympathies, that stiff and hard casing of pride, that sullen dissatisfaction with the present state, and that reckless doubt or disbelief of a future one, which seems to have been caught from Byron, and of which we have already had too much in Byron.

This criticism is the severest passage in a review which was largely favorable, but it reveals what was then thought a correct pigeonholing of Pinkney.

Amusingly enough, British review of the *North American Review's* article on Pinkney, appearing in the *London Magazine*,<sup>29</sup> confirms the above classification through a rather uncomplimentary generalization about American writers.

In the number which contains the Review of Byron's Works, there is also a Review of the *Poems* of a Mr. Pinkney, a native, and it is not a little curious to contrast the manner in which the two poets are treated. Pinkney's poetry certainly carries off more praise than Lord Byron's.

The British reviewer explains in general terms why American critics praise the wrong passages.

We, however, of the old country, who have arrived at the height of civilization, have an extraordinary relish for every thing that is natural; our brethren of the new world, on the other hand, who are in a ruder state, delight in art. The stern Republicans must have finery, and nothing will satisfy the sophisticated subjects of a gaudy old monarchy but simplicity. They have too much of nature in America, and we have too little of it here; each people therefore admires that which is rare to it.

<sup>28</sup>The *North American Review*, New Series, XII, 369-376.

<sup>29</sup>The *London Magazine*, New Series, IV, 224-228.

This is the reason, the reviewer thinks, that American writers and American critics go in for literary emotionalism.

The critics on the other side of the Atlantic like their images large, and a brace of bouncing volcanoes are sure to be acceptable to persons who have a taste for ideas on a great scale.

The *New York Mirror*,<sup>30</sup> which had published a portrait of Pinkney as one of America's nine most prominent poets, continued this "Byronic" picture of Pinkney in its sympathetic obituary after his early death. Life was too hard on Pinkney, the notice said, and "made him moody, fierce, and imperious in his general intercourse with mankind." Pinkney was a "proud, sensitive man," and he died a martyr to his delicate feelings, and his unconquerable pride.

So it goes. The *United States Literary Gazette*,<sup>31</sup> in a would-be satirical and certainly unfavorable review of the *Poems* of 1825, had before this fastened upon Pinkney, more firmly than had the *North American Review* article already cited, the epithet of "Byronic," but in doing so had quoted a passage as proof which will be referred to again for another purpose. Said the *Gazette*:

We will own, that at first, we admitted the uncharitable surmise, that Mr. Pinkney was an imitator of Byron, and had caught his obscurity of language, without having his vigour of conception; but upon comparing these poems with those of Byron's which we suspected might be their prototypes, we found, that, though Byron was indeed occasionally obscure, his darkest passages were lucid in comparison with those of his supposed imitator. At length our attention fell upon four lines in one of these poems, which furnished the most probable solution of the difficulty.

The mind is capable to show  
Thoughts of so dim a feature,  
That consciousness can only know  
Their presence, not their nature.  
Mr. Pinkney has put such thoughts  
as these into rhyme, and no wonder,

<sup>30</sup>The *New-York Mirror*, and *Ladies Literary Gazette*, V, 408.

<sup>31</sup>The *United States Literary Gazette*, III, 528-535.

if the author does not himself know their nature, that his readers should be at fault.

The essential point of these quotations is that Pinkney was first regarded as a Byronic Romanticist, and that this general judgment, with a decreasing emphasis on the specifically Byronic characterization, continued to be accepted for many years. In a letter from F. W. Thomas<sup>32</sup> to R. W. Griswold in 1841, Pinkney is pictured from memory as "a very handsome man, punctilious to a fault, wayward, and Byronic, chivalrous and enthusiastic." And Duyckink's *Cyclopaedia of American Literature*,<sup>33</sup> in 1866, lays emphasis on a description of the poem *Rodolph* as "a powerful sketch of a broken life of passion and remorse," thus calling attention only to the obviously romantic elements in Pinkney's verse.

It is not surprising that Pinkney should have been classed as a Romantic, or that such classification should have been accepted for many decades. In fact it must, as will be shown, be largely retained, though with modification. This was the period of the Romantic writers, Wordsworth, Coleridge, and Byron, in British poetry, and Sir Walter Scott in British fiction, were the old-world models which the new world had before it, and they indicated the old-world categories into which new-world writers were grouped. Just as Cooper was regarded as an imitator of Scott, and praised for his application of Scott's romanticism to the virgin material of the American scene—which, as H. S. Canby has shown, is an incorrect explanation of Cooper's romanticism,<sup>34</sup>—so Pinkney was regarded as an imitator of Byron, regardless of other elements and other social and literary influences perfect-

<sup>32</sup>Rufus W. Griswold, *Passages from the Correspondence and other papers of Rufus W. Griswold*, 1898. The letter quoted was dated September 25, 1841.

<sup>33</sup>Evert A. Duyckink and George L. Duyckink, *Cyclopaedia of American Literature*, 1866, pp. 538-541.

<sup>34</sup>H. S. Canby, *Classic Americans*, 1931, pp. 97 f.

ly evident in Pinkney's verse and in his life.

Along with this classification of Pinkney as a Romantic went an increasing Puritan tendency to disparage him on moral grounds. "We do not like the moral tone of this poetry," said the *North American Review*<sup>35</sup> already in 1825—which remark the *London Magazine*,<sup>36</sup> in its scathing discussion referred to above, takes a moment to laugh at. The *New York Mirror*<sup>37</sup> agrees with the *North American Review*, however, and R. W. Griswold,<sup>38</sup> when he gets around to record his imperishable judgments, more than agrees. Griswold says, in 1895:

Pinkney's is the first instance in this country, in which we have to lament the prostitution of true poetical genius to unworthy purposes. Pervading much that he wrote there is a selfish melancholy and sullen pride; dissatisfaction with the present, and doubts in regard to the future life. The great distinguishing characteristic of American poetry is its pure and high morality. May it ever be so!

Even N. P. Willis,<sup>39</sup> less disturbed personally by the moral argument, cannot forbear saying, in 1844, that "Pinkney's genius, as evidenced on paper, has all the impulsive abandonment which marked his character and course of life." Esmeralda Boyle<sup>40</sup> delicately carries on the suggestion of scandal, in 1877, in a brief biographical sketch:

Such is a record of the brief life of Edward Pinkney. Let us be gentle—he is dead. If amid the sublime virtues of our heroes and heroines some sin glares out it is but the baleful mark of humanity.

<sup>35</sup>The *North American Review*, New Series, XII, 369-376.

<sup>36</sup>The *London Magazine*, IV, 225.

<sup>37</sup>The *New York Mirror*, and *Ladies Gazette*, V, 225.

<sup>38</sup>Rufus W. Griswold, *The Poets and Poetry of America*, 1843, p. 232.

<sup>39</sup>The *Mirror Library*, *The Rococo*: Number two. N. P. Willis, *Introductory Remarks*.

<sup>40</sup>Esmeralda Boyle, *Biographical Sketches of Distinguished Marylanders*, 1877, pp. 228-235.

Even Charles Hunter Ross,<sup>41</sup> writing in 1896, cannot refrain from expressing a partial agreement with this moral adverse judgment. Pinkney suffered the same type of criticism, from substantially the same sources, as his follower and defender, Edgar Allan Poe.

It may have been disgust at this long sub-romantic, disparaging classifying of Pinkney that stung J. P. Simmons<sup>42</sup> into saying, in 1929, that Pinkney's irreligion was not without its literary virtues:

Almost alone among American poets of whatever rank, Edward Coote Pinkney wrote his exquisite lyrics without reference to Puritanism. Other American writers, almost to a man, have written with the American Puritan ethical and moral tradition definitely in mind, either by way of its support or in reaction of one degree or another from it.

But in pointing out this non-Puritan quality of Pinkney, Professor Simmons brings forth a new and important theory: that Pinkney was, in spirit and technique, a Cavalier rather than a Romantic. He says:

In the things which are distinctly Pinkney's, those exquisite lyrics that show the true bent of his genius, there is little or no echo of any of the Romantics, either in thought or in phrase. Rather does he hark back to the Caroline period of the Cavalier English poets and show the spirit of Lovelace, Suckling, and Carewe, without, indeed, showing the specific influence of any one or all of them.

Professor Simmons elaborates thus: "The Cavalier as a rule writes little, because he has no problems to write about." But if he does have problems, it is likely to be about love, Simmons says. "Hence Cavalier poetry is almost always love poetry . . . Pinkney had the gift of this method of release . . . Of the forty poems and

<sup>41</sup>Charles Hunter Ross, *The Sewanee Review*, IV, 287-298. Referring to Rodolph, Ross remarks, "Griswold, it seems to me, has really expressed the right criticism on it when he says: 'There is no novelty in the story, and not much can be said for its morality . . . It has more faults than Pinkney's other works.'"

<sup>42</sup>J. P. Simmons, *The South Atlantic Quarterly*, XXVIII, 406-418.

fragments of items which make up the total collection of Pinkney's poetic output, very much more than half deal with the subject of love."

Before looking more closely into this explanation of Pinkney's place among poets, it may be well to note that Pinkney's kinship with the Cavalier poets has been pointed out a number of times before, though never with the theoretical intention that Professor Simmons has in his article. In the first review of the *Poems* in the *North American Review*, 1825,<sup>43</sup> the reviewer says of *Serenade*, "If the name of Harrington or Carew had been subscribed to it, we should, in all probability, like other antiquaries, have been completely taken in." N. P. Willis<sup>44</sup> probably had something like this in mind, though he did not say so, when he declared that "Every man or woman who has occasion to embroider a love-letter with the very essence-flowers of passionate verse, should pay a shilling for Pinkney's *Poems*." In his 1896 article referred to above, Charles Hunter Ross<sup>45</sup> comments on Pinkney's love lyrics: "These little songs give Mr. Stedman occasion to speak of Pinkney as singing his 'Lovelace lyrics,' . . . It seems to me that the 'Serenade' has something of the Caroline lyrical flavor." And Wightman F. Melton, in 1912,<sup>46</sup> said of Pinkney, "He is our Petrarch and our Carew, standing at, or near, the head of the limited list of American Cavalier lyricists."

The last quotation, with its mention of Petrarch, suggests another possible way of viewing Pinkney, though only a partial view. While it is true that Pinkney owes much to the Cavalier poets, and is furthermore allied with them in temperament to a certain degree, yet it seems to the writer of this paper too sweeping to call him a Cavalier without considerable qualifications. A number of our

<sup>43</sup>The *North American Review*, New Series, XII, 369-376.

<sup>44</sup>The *Mirror Library*, *The Rococo*: Number two. N. P. Willis, *Introductory Remarks*.

<sup>45</sup>Charles Hunter Ross, *The Sewanee Review*, IV, 287-298.

<sup>46</sup>Wightman F. Melton, *The South Atlantic Quarterly*, XI, 328-336.



contemporary poets, notably Edna St. Vincent Millay, show the Caroline influence and some of the Caroline attitude, but it would be absurd to ignore the hundred and more other formative influences in their work. And Pinkney, we may suggest, might easily be called a Classicist, or neo-classicist.

It is not only the Italian influence, admitted by all critics,<sup>47</sup> that could be argued in support of this statement. The numerous—and unhackneyed—classical allusions in Pinkney's verse have been commented on from the first, often unfavorably as a source of obscurity. "Our author is fond of classical allusions and comparisons," says the *North American Review*,<sup>48</sup> quoted already so many times in this paper, "and is not fond of explaining them, though they are often drawn from the least known events of ancient history or mythology." Professor Melton<sup>49</sup> says that "With all Pinkney's Romanticism, his verse abounds in classical touches," and, although some of Professor Melton's "identifications" of supposed influence are doubtless too far-fetched to be admitted, yet he has shown in Pinkney a sufficiently wide literary heredity, including the classical, to make unacceptable a too rigid assignment of this poet to a particular school, Cavalier or other. The lines from *Italy*,

It looks a dimple on the face of earth,

The seal of beauty, and the shrine of mirth;

surely show the influence of Pope<sup>50</sup> and Dryden.

<sup>47</sup>Mabbott and Pleadwell, *op. cit.*, p. 7.

<sup>48</sup>*The North American Review*, New Series, XXI, 369-376.

<sup>49</sup>Wightman F. Melton, *The South Atlantic Quarterly*, XI, 528-536.

<sup>50</sup>Compare with the quoted lines the following, from Pope's *Essay on Man*:

His knowledge measured to his state and place;

His time a moment, and a point in space.

and the following, from Gray's *Elegy*:  
The boast of heraldry, the pomp of power.

The kinship reveals itself in the rhythm, not, of course, in the ideas.

But another influence on the mind and poetry of Pinkney can be shown, which has hitherto not been noted: the rationalist, or philosophically non-religious, influence of the time. Professor Simmons is correct in emphasizing Pinkney's non-Puritan quality, but the merely negative fact is insufficient. There is evident in his verse, and there certainly existed in his historical mental environment, a positive philosophy which discarded formal or churchly religion, and this was as important in his intellectual life as was Puritanism in the lives of Richard Henry Dana, William Cullen Bryant, and Henry Wadsworth Longfellow. Pinkney must be regarded—to anticipate the summary—as a Romantic with Cavalier, neo-classic, and rationalist influences.

The first quarter of the nineteenth century was still, among the aristocratic families of Virginia and Maryland, connected with the philosophical and non-religious ideas of Thomas Paine, Benjamin Franklin, and, most particularly in discussing a southern poet, Thomas Jefferson. There was among these more-or-less upper-class families a rationalist tradition, as opposed to the Puritan tradition of New England. Furthermore, we must remember that science had made considerable strides up to this time, and that those under French philosophical influences—from Voltaire and the encyclopedists and others—would be especially likely to reflect upon the implications of scientific thought. Pinkney in two places refers to Newton,<sup>51</sup> and was indirectly, if not directly, influenced by the progress of science. Priestley had announced the discovery of oxygen in 1774, Herschel began the discovery of new planets in 1781, Laplace worked out the nebular hypothesis in the years following 1796, and Dalton the atomic theory in the years following 1801.<sup>52</sup> The theories of William Godwin were getting about, too; the

<sup>51</sup>The first reference is in Pinkney's suppressed *Preface*, and the second in the unfinished serio-comic poem, *Cornelius Agrippa*.

<sup>52</sup>William S. Knickerbocker, *Classics of Modern Science*, 1927.

political side of these theories did not affect Pinkney, for he was conservative in his sympathies,<sup>53</sup> but the religious side undoubtedly appealed to him. There was Shelley, just then coming to be known, and Pinkney was among the first in America to read him.<sup>54</sup>

The literary kinship of Poe with Pinkney<sup>55</sup> is evidence here, too, for Poe was in the same passively rationalistic tradition. The intellectual attitude resulting from this was, so far as religious faith is concerned, a kind of sentimental or melancholy pessimism. It is this which distinguishes Pinkney from the Cavalier temper, as Mabbott and Pleadwell show.<sup>56</sup> Because of Pinkney's popular lyrics, they say, "he has often been compared to the Cavalier poets of the Caroline period, though somewhat unjustly. For while enthusiasm, and a certain love of strange images made him seem akin to the metaphysical poets', and the other gentlemen of King Charles' time, he was very different from them in spirit, and his product is only superficially like theirs. They were gallant men, as was Pinkney; but passionate, where he was enthusiastic; and *we need hardly suppose that he shared their insincerity.*" (Italics mine.) And in *Rodolph*, Mabbott and Pleadwell<sup>57</sup> say, Pinkney was interested chiefly "in the philosophical consideration of passion, crime, and resultant madness in the heart of his hero." (Italics mine.) Poe himself says of one of Pinkney's lyrics<sup>58</sup> that "The impression left is one of a pleasurable sadness," which sadness is a quality, it will be remembered, that Poe considered "inseparably connected with all the higher manifestations of true Beauty." Related to this consideration of Pinkney's general philosophic equipment is the fact established by

<sup>53</sup>Mabbott and Pleadwell, *op. cit.*, p. 57.

<sup>54</sup>*Ibid.*, p. 60.

<sup>55</sup>*Ibid.*, p. 87.

<sup>56</sup>*Ibid.*, pp. 42 f.

<sup>57</sup>*Ibid.*, pp. 30 f.

<sup>58</sup>Edgar Allan Poe, *Selections from Literary Criticism*, edited by John Brooks Moore, p. 14. The statement is in *The Poetic Principle*.



Mabbott and Pleadwell<sup>59</sup> that his reading "was extensive and of a broadly varied character."

Pinkney wrote no religious poems, furthermore, nor poems in which passages occur which could properly be interpreted as pious. In *The Grave*, where one might expect a religious reference, there is none:

Beneath these rankly spreading weeds,

This lowly mound, and dreary stone,

The sordid earth worm darkly feeds

On one men loved to look upon.  
The brief poem, *Self-Esteem*, shows a quite un-Cavalier as well as non-religious life philosophy:

I know that perfect self-esteem  
Is boyhood's most seductive dream:  
Like others, when my course began,  
I revelled in it,—but the man  
To whom experience betrays  
The sordor of life's miry ways,  
Feels that the hope is—Oh! how  
vain,  
To tread them through without a  
stain.

In *The Voyager's Song* is a passage, with a Biblical allusion, which is poetic irreverence, surely:

Hail, better birth!—once more my  
feelings all  
A graven image to themselves shall  
make  
And, placed upon my heart for  
pedestal,  
That glorious idol long will keep  
awake  
Their natural religion, nor be cast  
To earth by Age, the great Iconoclast.

*The Widow's Song*, bare of religious "consolation," says simply:

It is enough, that she, whom thou  
Did'st love in living years,  
Sits desolate beside it (the tomb)  
now,  
And falls these heavy tears.

Even the lyric, *To—*, addressed to his wife, Georgiana, and preceded by the quoting of Wordsworth's *She Was a Phantom of Delight*, and by a quoted passage from *The Three Cottage Girls*, makes no echo of Wordsworth's reference to immortality, but refers to the inevitable grave. *Rodolph* ends with the chief char-

acter's death, and a reference to "the state of sleep," to which passion is averse regardless of what sages say. Pinkney's poem, *The Old Tree*, shows no kinship with Joyce Kilmer's *Trees*. *Melancholy's Curse of Feasts* is thoughtful, satirical comment on life, but not religious. Incidentally, the passage in *Rodolph* beginning "The mind is capable to show," quoted by the *North American Review* as a bad example, is a sophisticated and even profound statement which modern psychologists are more likely to appreciate than those early critics whose first worry is over the religio-moral significance of the theme.

His prose pieces, collected with great care and thoroughness by Mabbott and Pleadwell,<sup>60</sup> show Pinkney's studious habits, his keen mind, his intellectual curiosity, his care in phrasing, but they show no concern whatever about religion. The same is true of his letters.<sup>61</sup> *The Marylander* editorials by Pinkney,<sup>62</sup> including the controversial statements directed at Simpson about the second dueling affair, are admirable examples of restrained and cogent, but sharply directed thinking: and in none is there any religious discussion. In the scanty biographical data, certainly, there is nothing to show a religious background, either in his own life, or that of his family. The conclusion seems fair that to the influences, Cavalier and neo-classic, that modified Pinkney's romanticism, should be added that of a rationalist attitude on matters that have to do with religion.

Of Pinkney, we may end with a statement from Mabbott and Pleadwell:<sup>63</sup> "His claims to rank as foremost among his immediate contemporaries, as one of the four chief poets of the South, and as one of the dozen bright stars among the poets of his native land, are strong." The researches upon his life and works are revealing his real importance as well as furnishing a basis for the classificatory decisions of which literary historians are so fond.

<sup>60</sup>*Ibid.*, pp. 192 f.

<sup>61</sup>*Ibid.*, pp. 1-92.

<sup>62</sup>*Ibid.*, pp. 65 f.

<sup>63</sup>*Ibid.*, p. 88.

## LORA B. PEARSON

(Continued from page 102)

day school and the public school with the result that her influence was second only to the parents in shaping their lives. This is the feeling of many fathers and mothers whose children were fortunate enough to have sat at her feet.

If you should call at her home you will find her busy. She has just completed writing the history of her church and is now writing the history of the Parent-Teacher Club of her school. She insists upon wearing out rather than rusting out.

Miss Pearson has many victories for humanity to her credit. One of these, and certainly not the least, was her positive and constructive influence in moulding the lives of hundreds of boys and girls whose parents will always be grateful that she lived and served among them.

## THREE CAREERS

(Continued from page 105)

could have made a better scholastic record if he had not been so fully occupied with other activities. (His critic teacher in particular respected his scholastic ability.) What he lacked in intellectual genius he made up with social genius. Such expressions as "tremendously popular," "affable, made friends, whole-souled," and "likeable, energetic, a good mixer, and alert" describe faculty opinion of Mr. Dexter. Classmates' statements of "more clever than brilliant," "clever at finding openings," and "peddles his wares well" describe the same social qualities. Dexter lived his life fully during his undergraduate years, and the momentum gained thereby carried over into his professional career.

The success of Mr. Bird and Mr. Dexter was not just luck. The qualities requisite for it were evident during their undergraduate years to those who had the eyes to see. The same conclusion applies also to the lack of preeminence of Mr. Taylor. High-school and college instructors need more insight for detecting evidences of future greatness, and, if possible, more ability for engendering the qualities requisite for it.

<sup>59</sup>Mabbott and Pleadwell, *op. cit.*, p. 58.

# Reading Aids To Radio

James G. Hanlon

*Mr. Hanlon is the associate editor of Movie-Radio Guide and editor of The Journal of the Association for Education by Radio. This talk, a part of the Speech and Reading Institute held at Indiana State Teachers College during the week of July 14-19, 1941, is a study of printed devices designed to supplement the educational use of radio. At a time when radio has the possibility of becoming an important educational tool, it is appropriate that practical aids herein discussed by Mr. Hanlon should be made available to the educational profession.*

Prior to the invention of moveable type by Johann Gutenberg in the 15th Century, education was a "wilt-o'-the-wisp" sort of thing—a luxury for the privileged one-in-a-million. Gutenberg's discovery of a practical method of printing books in large quantities changed all this almost overnight, giving rise to a new spirit of individualism and inquiry that was conducive to the creation of a new educational system.

The value of the printed page as an educational medium is not diminished by the introduction of radio in the curriculum. In fact, we find radio not only motivating a greater and more intelligent interest in the printed page but also, in a number of cases, we find radio enhancing the value and function of printed material.

Radio—if we consider it as merely the sound coming from the loud-speaker when we twist a dial or push a button—in a sense takes us back to the "word-of-mouth" days of learning, unless we supplement what we hear coming from the loud-speaker with something more tangible and concrete. To add body and permanence to the valuable data that are presented over the air in the course of an educational broadcast, a teacher

must make wide and intelligent use of the printed page

This process is neither new nor peculiar to radio alone. When we attend a stage play with an educational purpose in mind, don't we first prepare for the experience by acquainting ourselves through reading with the play's background, its author, and, perhaps, the reason for which it was written? Likewise, if we attend an opera with a serious intent, are we not advised to read something before of its continuity, the composer, and similar points of interest? We should approach radio in much the same manner whenever possible. This formula may be applied to most of the various types of radio programs, ranging from the straight talk to the highly emotional dramatic broadcast. (This latter—seemingly obvious—point is made for a very definite reason: Despite efforts to dispel bogies regarding radio that continually arise, false notions are constantly appearing—and very often in the minds of teachers.)

There is now a mistaken notion held by some teachers that using radio in the classroom implies nothing further than tuning in an educational program during school hours, using the period of the broadcast for other work. Using radio as an educational device takes much more effort than that on the part of the teacher. Generally speaking effective use of radio in the classroom actually makes the teacher's load heavier rather than lighter. But the personalities and experiences that radio can bring to a class—the interesting people and the thought-provoking messages that the class without radio would be unable to enjoy—make the extra effort well worth-while.

The question then is: Precisely what, in addition to a receiving set, does a teacher need in order to make

effective use of radio as an educational device

## Program Bulletins

Before attempting to use radio in the classroom, a teacher must arm herself with pre-broadcast information. What programs are being broadcast by stations that can be heard on the classroom receiving set? On what day and at what time will the programs that are suitable for class listening be broadcast, and over what stations? Specifically what will each program deal with? For this information the teacher must turn to the printed page. The above, of course, is a very simple analysis of a teacher's first needs, but this information is important to the teacher who wishes to make effective use of radio as a teaching device.

There are four handy sources which will supply the pre-broadcast information about programs that a teacher must have. The first of these is the daily newspaper. However, the radio-program listings in the daily newspaper frequently are too brief for a teacher's purpose and, what is more important, they are not available far enough in advance to be of practical use to the teacher.

A second source is *Movie-Radio Guide*, the only nationally distributed radio periodical that carries program schedules. As the listings of approximately fifty stations are published in each of the fourteen different editions of *Movie-Radio Guide*<sup>1</sup> for the period of one week, a teacher is supplied program information from seven to ten days before a broadcast takes place. In addition, *Movie-Radio Guide* gives much more information about specific broadcasts than the average daily newspaper supplies. For example, music detail is published for most of the classical music programs broadcast by the three great networks. Likewise, the titles of dramatic vehicles and the names of authors and par-

<sup>1</sup>To meet the program-schedule requirements of listeners in all parts of the country, *Movie-Radio* is published in fourteen different editions, each of which contains the listings of the most popular stations in a certain area.

ticipants in network dramatic presentations are also given. In general, whenever valuable information about any of the various types of outstanding network programs is available in advance, these additional data are given in *Movie-Radio Guide*.

A third source of radio program information that is readily available to teachers is the monthly educational bulletins prepared by NBC, CBS, and MBS. In these we find the network's complete schedules of educational and public-service broadcasts for a month in advance. These bulletins also give additional information about programs if the data are available at the time the bulletins are printed. One disadvantage of these bulletins, however, is that they are prepared for use throughout the entire country. Thus the teacher must refer to another source of radio-program information to find what stations in her locality broadcast the network features she wants for either in-school or out-of-school listening.

Because none of the above aids supplies all the information that a teacher requires in a form that is easily manipulated, a number of school systems<sup>2</sup> are publishing their own radio-program bulletins. This type of bulletin, of course, is designed to service a particular county or municipal school system. If a bulletin of this nature is not available, the creation of such a service for teachers, on either a weekly or a monthly basis, is the logical starting point for a class-listening project in a school system or community. The information needed to prepare such a bulletin may be found in the local daily newspaper, *Movie-Radio Guide*, and in the educational bulletins prepared by NBC, CBS, and MBS. In addition, radio stations servicing the community should be contacted directly for their program schedules. With the information supplied by these sources, one person can make up a serviceable local educational bulletin.

<sup>2</sup>A few examples: Radio Council, Chicago Board of Education; Dept. of Audio-Visual Aids, Rochester Public Schools; Radio Dept., Los Angeles County Schools.

### Teachers' Handbooks

Although the preparation and distribution of a program bulletin is the logical first step to be taken by a school contemplating the use of radio, teachers often desire more information about each program than can be supplied in the weekly or monthly bulletin. To meet this need for additional information, advice, and suggestions, a number of local school systems, as well as CBS and NBC, provide a printed device commonly called the teachers' handbook or classroom guides.

The responsibility for the design and function of the various handbooks that have been prepared to supplement the use of network educational broadcasts<sup>3</sup> has rested, as it logically should, in the hands of the educator. Although the broadcasting companies make the handbooks available to teachers, the job of preparing them is delegated to an advisory board of educators. We also find a number of municipal school systems taking the initiative to prepare and develop suitable handbooks to supplement the use of specific radio programs in their own schools.

The handbook or teachers' manual must be designed to serve a number of purposes. The first and, perhaps, most important function of the handbook is to define each program and acquaint the teacher with the subject matter to be broadcast. The handbook also may give valuable information about the characters appearing in the script, a bibliography of related reading matter, and questions to be used before and after the broadcast.

Handbooks prepared for use in Detroit schools refer to reading matter that can be found in class readers as well as in library books. "We feel," says Kathleen Lardie,<sup>4</sup> "that this enables the pupil to immediately en-

<sup>3</sup>Examples of network programs for which handbooks and manuals are provided: "American School of the Air," CBS; "Great Plays," NBC; "Music Appreciation Hour," NBC; "Pilgrimage of Poetry," NBC.

<sup>4</sup>Department of Audio-Visual Aids, Detroit Board of Education.

joy further delving into the subject matter and it also eliminates the possibility of his being disappointed if the book is not in at the library when he calls."

### Printed Transcripts

Bulletins and handbooks are basically pre-broadcast devices, although they may include suggestions for post-broadcast activities and questions. An excellent post-broadcast device that finds many effective uses in the classroom is the so-called "transcript." It should not be confused with the transcription or recording. The term "transcript" as used here refers to the printed word-for-word record of a broadcast that has been presented on the air. It might also be identified as the script of a talk, dialogue, or discussion program.

Although it is said that the lecture, the dialogue, and even, in some cases, the discussion type of broadcasts make dull and uninteresting radio programs—even for educational purposes—it cannot be denied that pertinent information is often presented in the course of such programs. If these data are made available to the teacher in printed form, a number of unique uses will be found for the broadcast material. In fact, a teacher may find more practical applications for the printed transcript of a broadcast than for the actual broadcast itself. However, one must keep in mind when considering the printed transcript that broadcasts have certain features that cannot be captured in print. There are, for example, the charm and emotionalism of the speaker's voice, audience reaction, and spontaneity of rebuttal.

There are a number of ways in which the printed transcript of a radio program may serve as a valuable substitute for the actual broadcast itself. It often happens that at the time a particular program is presented over the air, classes are not ready to deal with the subject. Later in the term the program may fit perfectly into the class schedule, but at the time it is presented on the air the class often is dealing with another subject. If a printed transcript of this broadcast is available, the pertinent data need not



be lost to the class entirely and may be referred to at a time when they can most advantageously be used.

The transcript also serves as a useful source of reference to aid classroom discussion of a program that is broadcast at an hour of the day when classes are not in session, such as the "University of Chicago Round Table Discussion" programs, which are presented over NBC on Sunday afternoons, and "America's Town Meeting of the Air," which is broadcast on Thursday evenings. Armed with the transcript of the program under consideration, a teacher can readily repeat statements made by speakers and check the accuracy of student reports and interpretations of what was said by the speakers on the program.

The transcript has experienced its greatest development in the field of network broadcasting. There is available now at reasonable cost a complete word-for-word record of every "Town Meeting" broadcast. Likewise, there are transcripts of the "University of Chicago Round Table" programs, Cesar Saerchinger's "Story Behind the Headlines" commentaries, the book reviews presented over CBS by Professor Frederick, and a few others. To give an idea of listener-interest in printed transcripts of radio programs, Mr. Brownlee Haydon, editor of the "Round Table" transcripts submits the following:

"Transcripts of the 'Round Table' broadcasts were first introduced as an experiment in March, 1938, and during the first year the weekly average was approximately 1500 copies. In the second year the total was over 3,000 requests for copies per week, and last year the average was between five and six thousand per week, with some individual issues running as high as 30,000 copies."

#### Library Co-operation

The library has a very important role to play in the school-radio picture. To overcome many of the difficulties associated with the reading-radio relationship, the librarian must work hand in hand with the teacher and the student.

The primary function of the librarian is to make available to stu-

dents the books recommended by teachers for further reading and research on subjects presented in radio broadcast. Surprisingly, it has been found that radio broadcasts often motivate students to turn to the library for additional information without either suggestion or pressure from the teacher. One radio chairman in a large city school system reports that some teachers are promoting further reading on the subject of a broadcast simply by listening with an interested and attentive attitude to the broadcasts with the students.

Without advance preparation against demands for books and other reading material, the librarian may find herself at times overwhelmed with requests for literature on subjects related to various radio broadcasts. Fortunately, however, most programs designed for classroom use are planned weeks and even months in advance of the broadcast date. This gives the librarian an opportunity to anticipate and prepare for the demands that will be made for certain books during the school year. This advance information can usually be found in the handbooks that are prepared to supplement classroom programs, with the outline of programs that is given in the handbook, the librarian can plan a special radio book shelf that will contain those books each week which are recommended for post-broadcast reading.

This is important; if a student cannot readily get appropriate reading matter to satisfy a radio-inspired desire for more information, a practical function of the radio program may well be lost to the student. It is not unusual to find the real value of a radio broadcast to be not in the material actually presented on the air but instead in the power of the program to motivate students to further activities of an educational nature. This is one of the most important aspects of classroom listening to be considered by the teacher.

In addition to making books available to students, the librarian also aids the teacher by supplying practical bibliographies for program handbooks, by collaborating in the plan-

ning, research, and presentation of broadcasts, and by adding to the library's store of literature important books on subjects relating to radio and classroom listening.

The program bulletin, the teachers' handbook, and the post-broadcast printed transcript are all special devices that have been designed to aid educational use of radio. They help to make purposeful listening an active rather than a passive process of learning. It is necessary, therefore, when approaching radio with the idea of broadening the mind to make wide use of the printed page, and especially of the printed devices designed specifically for the teacher.

#### TO STIMULATE AVIATION EDUCATION

The U. S. Office of Education and the Civil Aeronautics Administration announced on March 20, 1942, that they are joining forces in an all-out drive to "air-condition" American youth by stimulating aviation education in elementary schools and high schools. The CAA has been training pilots in colleges and universities since 1939, and the proposed program is designed to round out this work by carrying aviation to secondary schools.

By turning over to schools responsibility for teaching preliminary units in basic air training, the move is intended to create in school youth a thorough-going knowledge basic to a candidate for pilot training and to increase public interest in aviation by installing a thorough knowledge of aeronautics beginning in the earliest grades.

The Army and Navy, through their respective Assistant Secretaries for Air, Robert Lovett and Artemus L. Gates, will work with the two agencies to form policies and draft plans, it was announced.

Assistant Secretaries Lovett and Gates, and Robert H. Hinckley of Commerce, together with John W. Studebaker, U. S. Commissioner of Education, are ex-officio members of a joint advisory committee of national aeronautical and educational leaders invited to help guide development of the program.

# Scientific Knowledge Necessary for An Intelligent Reading Of Periodicals

V. C. O'Leary

Until the past few weeks, Mr. O'Leary taught physics and chemistry in the Laboratory School. He is now serving as a laboratory technician for the United States Government. He receives the Master of Science degree from Indiana State Teachers College this year.

Since most people get their information about what is going on in the world by reading magazines and newspapers, the ability to understand scientific articles should contribute to the aim of all education—life enrichment. If we are to prepare students to understand scientific articles which appear in laymen's magazines, we must know something about the scientific content of the periodicals. This knowledge is obtained by analyses of magazine and newspaper articles. Several studies of this nature have been made in the past, and those of Searle<sup>1</sup> and Curtis<sup>2</sup> are used in this report.

The purpose of the present investigation was twofold: first, to determine what physical science<sup>3</sup> terms appeared in recent magazine articles;

<sup>1</sup>A. H. Searle and G. M. Ruch, "A Study of Science Articles in Magazines," *School Science and Mathematics*, 26:389-96, April, 1926.

<sup>2</sup>Francis Day Curtis, "Some Values Derived from Extensive Reading of General Science," (Contributions to Education, Number 165, Teachers College, Columbia University, N. Y., 1924).

<sup>3</sup>"Physical science," as used in this study, includes physics, chemistry, astronomy, mineralogy, and geology. It excludes the biological sciences.

and second, to compare the findings of this study with similar studies made approximately fifteen years earlier. This investigation included an issue a month for a period of one year of each of the following magazines: *Ladies Home Journal*, *Saturday Evening Post*, *Good Housekeeping Magazine*, *Life*, and *Time*. The circulation of these magazines for the March-June period, 1940, was as follows:<sup>4</sup>

<i>Ladies Home Journal</i>	5,547,652
<i>Saturday Evening Post</i>	3,231,496
<i>Good Housekeeping Magazine</i>	2,508,598
<i>Life</i>	2,860,484
<i>Time</i>	777,688

An effort was made to examine one issue a month for the year of 1940. This was accomplished without difficulty so far as the two monthly magazines were concerned. The issues of *Good Housekeeping Magazine* and *Ladies Home Journal* for the months of January through December, 1940, were investigated. In dealing with the weekly magazines, one issue a month was examined. The particular weekly issues chosen for the investigation were taken at random without any prejudice on the part of the investigator. In some cases, however, the contents of each of the weekly issues for a month was glanced at, and the issue chosen for examination was the one containing most scientific material. This procedure seems acceptable, since the purpose of the study was to

<sup>4</sup>N. W. Ayr and Sons, *Directory of Newspapers and Periodicals*, 1941.

determine *what* science these periodicals contain rather than *how much* science.

A list of three hundred fifty physical science terms was prepared from the index of a modern physical science text. Ample space was left throughout the list for the addition of other terms that might be found. Each magazine issue was leafed through from cover to cover and every article of a scientific nature was carefully read. All physical science terms an understanding of which was necessary to grasp the full meaning of the article, were tallied on the list of terms. A few examples are given below:

"The acetic acid in vinegar can be satisfactorily handled by the digestive organs." *Good Housekeeping Magazine*, October, 1940, p. 107). Knowledge of the term "acetic acid" was considered necessary for an intelligent reading of the article in which this statement appeared.

"Now let us see what sixty grams of protein mean in terms of milk, eggs, fish, cheese, or other foods." (*Ladies Home Journal*, November, 1940, p. 94). Knowledge of the terms "gram" and "protein" were considered as essential for an understanding of the article. In fact, the magazine used a footnote in which the gram was explained in relation to ounces.

"A high-pressure area sweeping southeast from the frozen Mackenzie Basin of northern Canada brought in a week of sleet and rain . . ." (*Time*, February 5, 1940, p. 16). Knowledge of the term "high-pressure area" was considered essential for an understanding of the article.

Only one tally was given to the same term in any one article, although the term may have been used repeatedly.

Table I shows the frequency and percentage of the forty-two scientific terms which were found in the greatest number of articles. Tables II and III give information concerning the total number of terms which relate to each of the topics discussed in the average physics and chemistry textbooks.

This study shows that articles con-

TABLE I  
FORTY-TWO MOST COMMON  
PHYSICAL SCIENCE TERMS  
And  
NUMBER AND PERCENTAGE  
OF ARTICLES IN WHICH  
EACH APPEARED

Scientific Terms	Frequency	Per Cent
Vitamins	52	15.5
Protein	16	6.6
Acids	15	6.2
X ray	10	4.2
Calcium	8	3.5
Plastics	8	3.5
Radio	7	2.9
Weather	7	2.9
Calorie	6	2.5
Frequency modulation	6	2.5
Phosphorus	6	2.5
Oil	6	2.5
Airplane	5	2.1
Electron	5	2.1
Iron	5	2.1
Lens	5	2.1
Minerals	5	2.1
Velocity	4	1.7
Temperature	4	1.7
Pectin	4	1.7
Magnetism	4	1.7
Horsepower	4	1.7
Hydrogen	4	1.7
Gelatin	4	1.7
Fats	4	1.7
Energy	4	1.7
Carbohydrate	4	1.7
Atoms	4	1.7
Photography	4	1.7
Atmosphere	4	1.7
Air	4	1.7
Acceleration	3	1.2
Alloys	3	1.2
Diesel	3	1.2
Fabrics	3	1.2
Humidity	3	1.2
Oxygen	3	1.2
Rayon	3	1.2
Sun	3	1.2
Television	3	1.2
Voltage	3	1.2
Water	3	1.2

cerning foods appear in periodicals far more frequently than articles of any other scientific topic. Plastics have recently come into the picture, and there is an increasing number of articles concerning organic chemistry. Articles dealing with X rays, atoms, and topics relating to the so-called "modern physics" are decidedly on the increase, while light has maintained its place at the top of the list of frequently appearing topics.

It might be pointed out that many of the topics to which traditional

physics and chemistry textbooks gave considerable emphasis are seldom, if ever, mentioned in laymen's periodicals. These topics include the following: Boyle's law, Newton's laws

TABLE II  
PER CENT OF PHYSICAL SCIENCE TERMS FOUND IN MAGAZINE ARTICLES THAT RELATE TO MAJOR TOPICS IN HIGH-SCHOOL PHYSICS TEXTS

Topics	Frequency	Per Cent
Light	49	25.5
Mechanics and work	24	12.4
Modern physics	22	11.5
Heat	21	10.8
Radio and television	20	10.5
Mechanics of gases	16	8.2
Matter and measurement	8	4.1
Energy	6	3.1
Sound	6	3.1
Mechanics of liquids	5	2.6
Electric current	4	2.1
Dynamos and machines	4	2.1
Mechanics of solids	5	1.6
Electrostatics	2	1.0
Electric induction	2	1.0
Biographies of men	2	1.0

of motion, Ohm's Law, valence, and chemical equations.

From this study it would seem that such topics as the function and utilization of foods, contributions of organic chemistry to our civilization, and modern physics should be given much consideration in an up-to-date physical-science course.

TABLE III  
PER CENT OF PHYSICAL SCIENCE TERMS FOUND IN MAGAZINE ARTICLES THAT RELATE TO MAJOR TOPICS IN HIGH-SCHOOL CHEMISTRY TEXTS

Topics	Frequency	Per Cent
Foods	60	55.7
Organic chemistry	55	16.8
Processes	15	7.7
Acids	15	7.7
Metals	14	7.1
Plastics	8	4.1
Calcium	8	4.1
Phosphorus	6	3.1
Gases	6	3.1
Atoms	5	2.5
Salts	5	2.5
Synthesis	5	1.5
Fabrics	5	1.5
Alloys	5	1.5
Miscellaneous	6	3.1

Table IV is a comparison of the writer's study and Curtis' study. The vertical list of terms were taken from Table I. The names of the two investigators are placed across the top of the table and check marks are used to indicate the relative positions of the term in each study. X indicates that the term appeared in two per cent or more of all scientific articles. An asterisk indicates that the term appeared in less than two per cent of all articles. A blank indicates that

TABLE IV  
COMPARISON OF STUDIES OF PHYSICAL SCIENCE TERMS APPEARING IN SCIENCE ARTICLES

Scientific Terms	O'Leary	Curtis
Vitamins	x	
Protein	x	
Acids	x	
X ray	x	*
Calcium	x	
Plastics	x	
Radio	x	
Weather	x	x
Calorie	x	
Frequency modulation	x	
Phosphorus	x	
Oil	x	
Airplane	x	x
Electron	x	
Iron	x	
Lens	x	
Mineral	x	*
Velocity	*	
Temperature	*	x
Pectin	*	
Magnetism	*	
Horsepower	*	
Hydrogen	*	
Gelatin	*	
Fats	*	*
Energy	*	
Carbohydrates	*	
Atoms	*	
Photography	*	
Atmosphere	*	
Air	*	
Acceleration	*	
Alloys	*	
Diesel	*	
Fabrics	*	
Humidity	*	
Oxygen	*	
Rayon	*	
Sun	*	
Television	*	
Voltage	*	
Water	*	

the term was not among the forty-four most common physical-science terms found by Curtis.

It is at once apparent that the two



studies gave quite different results. Only three terms, weather, airplane, and energy, showed the same relative positions in the two lists. Thirty-five of the forty-two most frequently used physical science terms in the writer's study were not among the forty-four most frequently used physical-science terms in Curtis study. This does not mean that all of these thirty-five terms did not appear in periodical literature at the time the earlier study was made, but it does indicate they are of greater importance now than they were at that time. However, it is true that some of the terms, such as plastics and vitamins, which ranked high in the recent study, seldom, if ever, appeared in periodical literature sixteen years earlier.

Table V is a comparison of the per cent of physical science terms found in magazine articles that relate to major topics in high-school physics texts as reported by Searle and the writer. The topics are listed in the order of the sum of their percentages in the two studies. These sums are shown after each term. The names of the authors of the two studies appear at the top of the table and check marks are used to indicate the relative positions of the term in each study. X indicates that a term relating to this topic was five per cent or more of all terms relating to physics. An asterisk indicates that a term relating to this topic consist of less than five per cent of all terms relating to physics. Ten of the nineteen topics relating to physics received the same relative ranking in both studies. Both studies showed that magazines contain more terms classified under the heading "light" than under any other heading so far as physics is concerned. Scientific terms dealing with modern physics and radio and television now show prominent percentages, although they did not appear in the earlier study.

Table VI is a comparison of the per cent of science terms found in magazine articles which relate to major topics in high-school chemistry texts. The plan of Table VI is the same as that of Table V. However, greater diversity of results is shown. Only two of the thirty topics received

the same relative positions in both studies. Fourteen topics mentioned in the earlier study were **not encountered** once in the recent investigation. "Foods," which heads the list in the recent study, was not even mentioned in the earlier one, while "organic chemistry," which ranked second in the former, ranked eighteenth in the latter. "Processes," which headed the list in Searle's study, still holds an important rank, maintaining third place in the present summary.

Conclusions. This study was by no means equal in scope to the studies of either Curtis or Searle. However, the writer believes that it shows certain trends and that the following conclusions may be drawn from it:

1. The physical-science vocabulary of laymen's periodicals changes with the times.

2. Several new physical-science terms have appeared in periodical literature in the past fifteen years.

3. Similar studies of this nature should be made at least every ten years.

TABLE V  
COMPARISON OF STUDIES OF  
PHYSICAL SCIENCE TERMS  
FOUND IN MAGAZINE ARTI-  
CLES THAT RELATE TO MA-  
JOR TOPICS IN HIGH-SCHOOL  
PHYSICS TEXTS

Topics	Total Per- centage	O'Leary	Searle
Light	45.5	x	x
Mechanics and work	21.5	x	x
Heat	19.0	x	x
Dynamos and machines	18.6	*	x
Matter and measurement	14.6	x	x
Modern physics	11.5	x	
Radio and television	10.5	x	
Mechanics of gases	8.2	x	
Mechanics of solids	8.2	*	x
Mechanics of liquids	7.5	*	*
Sound	6.4	*	*
Men	6.0	x	*
Molecules	5.1	*	x
Energy	4.8	*	*
Magnetism	3.8	*	*
Electrostatics	3.4	*	*
Electric circuit	3.2	*	*
Gravity	2.6		*
Electric induc- tion	2.2	*	*

4. This information should be used in preparing courses of study in science.

5. Textbooks need to be revised and kept up to date.

TABLE VI  
COMPARISON OF STUDIES OF  
PHYSICAL SCIENCE TERMS  
FOUND IN MAGAZINE ARTI-  
CLES THAT RELATE TO MA-  
JOR TOPICS IN HIGH-SCHOOL  
CHEMISTRY TEXTS

Topics	Total Per- centage	O'Leary	Searle
Foods	33.7	x	
Processes	22.6	x	x
Organic chemistry	17.3	x	*
Gases	15.9	*	x
Discoveries	12.9		x
Synthesis	12.7	*	x
Acids	10.3	x	*
Atomic weight	7.4		x
Metals	7.1	x	
Analysis	6.9		x
Sodium	6.6		x
Calcium	4.5	*	*
Nitrogen	4.5		*
Plastics	4.1	*	
Radium	3.9		*
Laws	3.8		*
Salts	3.7	*	*
Phosphorus	3.1	*	
Oxygen	2.7		*
Atoms	2.5	*	
Colloids	2.2		*
Men	2.1		*
Fabrics	1.5	*	
Alloys	1.5	*	
Crystals	1.2		*
Periodic system	.8		*
Sulphur	.5		*
Symbols	.5		*
Halogens	.5		*
Miscellaneous	3.1	*	

## ILLUSTRIOUS ALUMNI

### OSCAR H. WILLIAMS

Now Dean of the College of Arts and Sciences at Kent State University. Dr. Williams is an alumnus of Indiana State in the class of 1905. Before and after graduating, he served the public schools of Indiana twenty years as a teacher, administrator, or critic teacher. He was State School Inspector when the 1925 licensing law was enacted, and then he became Indiana's first Director of Teacher Training.

## Around The Reading Table

Learned, William S., and Hawkes, Anna L. Rose. *An Experiment in Responsible Learning*. The Carnegie Foundation for the Advancement of Teaching, 1940, Bulletin number 31. 64 pp.

Just how important are grades and credits below college level? Without them would there be any incentive for continued or increased efforts? It was an attempt to answer these questions which led the Carnegie Foundation to carry on a study of the relations of secondary education and higher education in Pennsylvania.

The underlying aim was, instead of dominating the pupil's mind with such terms as the course "unit," the "credit," and the teachers' "marks," to instill in him a healthy and controlling interest in the meaning of ideas and in his ability to use them intelligently. It was proposed, therefore, to rearrange the conditions surrounding the pupil in such a way as to keep him aware that the important objects of education are (1) to understand as the result of knowledge and (2) to apply understanding with the best effect.

This report presents a summary sketch of the undertaking in behalf of 135 tenth-grade children from four Pennsylvania high schools, with special emphasis on the educational considerations that led to it. It is divided into three parts: the nature of the project, the results of the project, and a supplement including an introduction and list of tests and twelve ten-year cumulative records.

Courses were planned to extend over a period of three years. The children did not always spend the same number of hours in each subject, but divided their time instead according to their interests and abilities.

Improvements were measured by a series of college comprehensive tests. The tests were given in February of the junior year and again in identical form at the end of the senior year in high school and at the end of the sophomore and senior years in college. The averages on the testings of

the 49 who finished college and could be reached for testing showed steady improvement, and all with the exception of the average on the test taken when they were sophomores in high school were well above the average for Pennsylvania college seniors.

Anyone interested in breaking away from the traditional system of grading and time schedules will find this pamphlet not only interesting reading but something worth while to consider.

—Marion A. Kittle  
Indiana State Teachers College

*Northwest Water Boundary*. Edited with a translation by Hunter Miller. University of Washington Publications in The Social Sciences, 1942. 75 pp.

This monograph is published in pamphlet form with paper cover. It is a highly technical treatise of the Northwest Boundary dispute and will be of interest only to specialists in the history of the Northwest and of international relations.

The Treaty between the United States and Great Britain concerning the Oregon boundary signed at Washington June 15, 1846, defined the boundary between the territories westward of the Rocky Mountains as follows: "westward along the said forty-ninth parallel of north latitude to the middle of the channel which separates the continent from Vancouver's Island; and thence southerly through the middle of the said channel, and of Fuca's Straits to the Pacific Ocean."

The United States had previously offered to settle the controversy by extending the forty-ninth parallel westward to the Pacific Ocean. This would have cut off the southern tip of Vancouver's Island, and was rejected by Great Britain. The line mentioned above was finally agreed upon.

A difference later arose over the interpretation of this line which involved the ownership of certain islands in the straits. The Government of the United States contended that it ran through Haro Strait; the British Government contended that it ran through Rosario Strait.

Finally, the Treaty of Washington of May 8, 1871, provided for the submission of the dispute to the arbitration of the German Emperor, William I. He in turn sought the assistance of three learned German experts. They examined the question thoroughly and two of them upheld the contention of the United States. The German Emperor accordingly so decided in his award dated October 21, 1872.

The pamphlet under review contains the reports of the German experts printed for the first time, with translation. It furnishes a good example of the thoroughness of German scholarship of those days when German Universities were real universities.

—Charles Roll  
Indiana State Teachers College

Crabb, Alfred Leland. *Dinner at Belmont*. Bobbs-Merrill Company.

Methods and materials of war change, but many of the human equations remain the same. The American Civil War had its special tragedies of a nation divided against itself, of brother fighting brother, and of divided loyalties which set it apart as something exceptional in Mars' chamber of horrors. *Dinner at Belmont* is timely in its release because war again is so much with us, but Dr. Alfred Leland Crabb has written a story of Nashville during the Civil War which does not need timeliness to make it significant.

Standing out as promontories in this fictional account of the fall of Nashville and its occupation are landmarks of history and historical personalities which lend the account an atmosphere of authenticity. The author does not diminish this in his handling of the characters of his own creation. They move among the historical characters in a manner which makes it unimportant that they are fictional, for if they were not the actual friends and associates of Mrs. Polk, the widow of the former President, and General William Wallace, Nashville's legendary hero, others like them were.

The mansion house of Belmont.

**The Teachers College Journal**

scene of the dinners which give cadence to the story, may be seen today as the Belmont School in Nashville. The author, an outstanding educational leader as Dean of George Peabody College for Teachers in Nashville, knows every detail of the setting for his story.

Dr. Crabb is himself part of the South and its traditions. His book upholds them. The romances of his characters, notably that of lovely Ida Foster of Nashville and Gale Thurston who visited in Nashville before the war and was stationed there in the Yankee army of occupation, are told in the almost forgotten fashion of the old romantic school of writers. The succession of battles which reaches its climax in the Battle of Nashville when Hood was sent reeling back southward after his attempt to rescue the city are as horrifying as any of the battle accounts by the so-called modern realists, but here the author disdains to use the methods of the realist. He does not need to; the reader supplies his own sense of realities, and the author moves the story along at a rapid pace.

There is a nostalgic air about the book, but there is nothing maudlin in it. The "Gone With the Wind" angle is present because that was the condition in Nashville as well as throughout the South, but Dr. Crabb does not labor that point unduly. His purpose seems to be to tell a story concerning people about whom it is good to know, and about a proud community which went through its period of deepest suffering and remains today as a city rich in its heritages of the past and therefore all the more imposing as a city of the present.

Dr. Crabb seems to have had another purpose. He has recorded many of the legends of Nashville, and has preserved folk lore of Tennessee and his own native Kentucky. Through the lips of a nameless coach driver pours a steady stream of song and speech which is a charming collection of folk material. If *Dinner at Belmont* becomes a motion picture it will be the part of the coach driver

that may steal the show. The driver steals the show in the book.

*Dinner at Belmont* is a good book to advance the ideal of national unity. Dealing with the very period of the nation's greatest disunity, it portrays the folly of the internal conflict at the same time that it is charitable to the people involved. They were caught in a relentless sweep of events. Still they retained some control over their own destinies, and the story of heroism and courage can be reassuring to readers caught up in another relentless sweep of events.

—John F. Sembower  
Indiana State Teachers College

Noyes, William, revised by Siepert, Albert F. *Handwork in Wood*. The Manual Arts Press, Peoria, Illinois, 1941. 258 pp.

This book in its original form was considered a classic in the field of woodworking. The original plan of organization has been retained in the revised edition, but Mr. Siepert has rewritten many sections, and the entire volume has been enlarged and improved in many respects.

The content has not only been very carefully selected but it has been written in a very clear and interesting manner. The following subjects have been discussed in the revised edition: Chapter I, Logging; II, Sawmilling; III, Lumber; IV, Hand Tools Used in Woodworking; V, Wood Fastenings; VI, Joinery and the Common Joints; VII, Principles of Joinery; VIII, Type of Wooden Structures; IX, Wood Finishing.

Three additional features of the book are especially significant. First is the thoroughness of the material presented on each subject. Second, the fact that the book contains almost 400 illustrations, makes it one of the best-illustrated books available. Third is the comprehensive treatment of the common wood joints used in woodworking. These are not only fully described; but each of the 75 joints is illustrated with line drawings.

The completeness of the volume will make it very valuable to every teacher of woodworking as well as the home craftsman who desires to

become better acquainted with the tools and materials he uses.

The book is printed on enamel paper and is listed at \$5.00.

—Sylvan A. Yager  
Indiana State Teachers College  
Dooley, William H., and Kriegel,

David. *New Vocational Mathematics For Boys*. D. C. Heath and Company, Chicago, 1941. 349 pp.

The new revision of *Vocational Mathematics for Boys*, by Dooley and Kriegel, is a splendid addition to the material in the related technical field. In selecting the content, the authors have kept in mind two sound, basic principles: first, the pupil, and second, the selection of live, useful material that would constantly challenge students and stimulate interest in applied mathematics. The fact that applications are selected from actual industrial and trade situations creates much interest in a subject that often appears to be more or less needless.

Another feature of the book is the description of trade terms and practices given before each section or group of problems.

The content is divided into the following five divisions: (1) Computation and Measurement; (2) Carpentering and Building; (3) Plumbing and Heating; (4) Mathematics for Machinists; (5) Electricity.

The text contains much valuable technical information and meets the needs of the teacher of related mathematics who is alive to present day trends.

—Sylvan A. Yager  
Indiana State Teachers College

Collings, Merle D. *Projects in Electricity*. McKnight and McKnight, Bloomington, Illinois, 1941. 80 pp.

Electricity is recognized as an important area in industrial arts. The teaching of electricity, however, has been somewhat difficult because of the many problems involved in the related phase of the subject. Some teachers emphasize the theory, while others limit their efforts almost entirely to the making of projects and thus fail to include enough of the technical side to enable pupils to



really understand what they are doing.

Mr. Collins has written an excellent book in which he presents in job sheet form the construction of 21 interesting projects in electricity. The following projects are included: 7 types of buzzers; 2 bells; telegraph set; 11 types of motors.

The author has included just enough related technical material to enable the pupils to understand the projects they are constructing, and at the same time create an interest in other phases of the subject.

The book is well illustrated and all the projects can be made with inexpensive equipment and materials. In some cases different methods of construction are given.

The volume provides a splendid addition to the literature on this subject, and it will be of much interest to those pupils who have home workshops and wish to continue their work and experiments at home.

—Sylvan A. Yager  
Indiana State Teachers College

Dragoo, A. W. and Dragoo, Kenneth L. *General Shop Electricity*. McKnight and McKnight, Bloomington, Illinois, 1941. 124 pp.

The revised and enlarged edition of *General Shop Electricity*, by Dragoo and Dragoo, is a real contribution to the literature in industrial arts. As stated in the foreword, the "manual consists of wiring diagrams, circuit layouts, wiring plans, fundamental electrical connections, basic theoretical information and interesting electrical projects found suitable for presenting the subject of electricity to general shop students in either junior or senior high school." The entire content is based up the American Vocational Association's *Standards of Attainment in Industrial Arts Teaching*.

The material is organized around the following five units: Unit One—Simple Wiring Circuits; Unit Two—Battery Connections and Testing; Unit Three—Low and High Voltage Lighting Current; Unit Four—High Voltage and House Lighting—Unit Five—Wiring with Non-metallic

Cable Projects. The related technical information is presented in a very clear and interesting manner. The operations and projects are supplemented with many excellent illustrations.

The book is reasonably priced at 80 cents.

—Sylvan A. Yager  
Indiana State Teachers College

Gloss, G. M. *Physical Ability Test*

The nation-wide interest in physical fitness programs has produced many plans for measuring physical ability, for classification of individuals and groups, and for comparison of groups. The *Physical Ability Test* by G. M. Gloss offers another approach to the rapidly accumulating fund of knowledge concerning physical ability measurements of high-school students.

The test is a five-event classification test consisting of push-ups, basketball bounce, eight-pound shot put, ten-second run, and jump and reach. The sum of the T-scores serves as a fairly accurate index of a pupil's achievement ability. National standards for individual and group comparison have not as yet been completed.

The test is the result of three and one half years in experimentation with various available accepted types of tests, plus many individual self-testing activities. Approximately 10,000 high-school boys took the tests which were supervised by the men's physical education staff at Louisiana State University.

The measurement of speed, skill in handling objects, control of one's body strength, and "power explosiveness" is important. The author states that he has found the test "to be most satisfactory in regard to economy of time and equipment, objectivity of judgment, ease of recording, and high correlation with other tests."

The test is sold by the new York University Bookstore, 18 Washington Place, New York City, for ten cents.

—Arthur L. Strum  
Indiana State Teachers College

Kuhlman, A. F. *The Development of University Centers in the South*.

The Peabody and Vanderbilt Presses, Nashville, Tenn., 1942. 128 pp.

This little volume is a collection of papers, twelve of them, presented at the dedication of the joint university library at Nashville, Tennessee, December 5 and 6, 1941.

Statistics indicate clearly that the South is far behind the country as a whole in college and university standing. "... out of a total of 660 departments in the United States, recognized as adequate for offering work leading to the Ph.D. degree, only twenty-five were located in the eleven states constituting the Southeast region." (p. 9.). The South is attempting to overcome this deficiency by co-operative efforts, especially in North Carolina, Louisiana, Georgia, and Tennessee. The emphasis is being put on library facilities. The program seems to be financed largely by The General Education Board and the Carnegie Corporation.

Six institutions are involved in the Atlanta-Athens area in Georgia, about the same number in New Orleans, two in North Carolina, and three in Nashville. Institutions as far apart as Duke and Tulane are co-operating in the purchase of books, the object being to avoid duplication. In each group professors and even classes pass from one institution to the other. The whole plan is one that should be studied and probably emulated elsewhere.

The book is attractively bound in blue cloth, and it contains pen drawings showing the outside of the building and floor plans for each of the four floors.

A. F. Kuhlman is Director of the Joint University Libraries at Nashville.

—Fred E. Brengle  
Indiana State Teachers College

**The Teachers College Journal**

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